



75TH ANNIVERSARY

LESSON PLANS AND RESOURCES

Developed by the 75th Anniversary Committee
in collaboration with the Department of Catechesis
and Evangelization and the Catholic Schools Office

DIOCESE OF JOLIET



As we enter our 75th year, the Diocese of Joliet has planned a year-long recognition of this impressive milestone. We honor our past and cherish a future that will last for generations to come.

We take this time to pause and to remember who we are as the family of God. While liturgies and celebrations are part of this commemoration, we recall that our most important legacy is the next generation we send as ambassadors of faith to a time we will not see. Our children are the recipients of the deep faith of their elders, poised to carry on the traditions entrusted to them.

Bearing that in mind, we offer all catechists, the teachers of our faith, in our diocese—grade school and high school, Catholic school and Religious Education, parents, grandparents, and godparents—a small collection of lesson plans to assist them in their task of handing down a deep reserve of faith.

Anchored in three themes (a history of the Diocese of Joliet via a timeline activity, information regarding our patron St. Francis Xavier, and the gift of the Eucharist in this year of the Eucharistic Congress, as we continue to celebrate the Eucharistic Revival), these lessons are designed as another avenue for the sharing of our Catholic faith, particularly in this time and in this place. These plans are accessible to the diocesan community through the 75th anniversary webpage: **diojoliet.org/75th**.

We suggest you introduce the timeline lessons this fall, the Eucharist lesson during Lent 2024, and the St. Francis Xavier lesson during Advent 2024. But please, use and share these lessons, or any portion of them, however you see fit. They are a resource for you.



We hope the celebration of the 75th Anniversary of the Diocese of Joliet will offer all catechists a unique opportunity to share the local story of our shared faith, one precious jewel in the crown of God's glory.

Thank you for your important ministry in the church!

Sincerely in Christ,

THE DIOCESE OF JOLIET 75TH ANNIVERSARY COMMITTEE

LESSON 1

TIMELINE

The goal of a lesson centered on producing a timeline is to help the students gain a sense of the longevity of the diocese and how the span of years of its operation is a page in the history of the Church itself. By utilizing the baptismal years of the students, they will begin to understand how important each one is to the life of the diocese. By including historical world and U.S. events for the older students, an understanding of the impact of history on the Church and of the Church's importance in the development of civilization itself.

Source: https://en.wikipedia.org/wiki/Roman_Catholic_Diocese_of_Joliet_in_Illinois

History of the Diocese

In December 1948, Pope Pius XII created the Diocese of Joliet from regions previously in the Archdiocese of Chicago and the Dioceses of Rockford and Peoria. The diocese consists of seven counties: DuPage, Kendall, Will, Grundy, Kankakee, Iroquois, and Ford. In its first 20 years, the diocese's Catholic population tripled from 90,000 to 270,000. Bishop Martin McNamara was the diocese's first bishop. In 1966, Bishop Romeo Blanchette succeeded McNamara. By the time Blanchette resigned in 1979, the diocese's Catholic population had skyrocketed to 401,000, and Bishop Joseph Imesch became the third bishop of Joliet. At that time, the diocese's Catholic population was over 650,000. Bishop Peter Sartain led the diocese from 2006 until 2010. Bishop Daniel Conlon followed from 2010 to 2020. The current bishop of the Diocese of Joliet is Bishop Ronald Hicks.

Bishops of Joliet in Illinois

1. Martin Dewey McNamara (December 17, 1948 – May 23, 1966)
2. Romeo Roy Blanchette (July 19, 1966 – January 30, 1979)
3. Joseph Leopold Imesch (June 30, 1979 – May 16, 2006)
4. James Peter Sartain (May 16, 2006 – September 16, 2010), appointed Archbishop of Seattle
5. Robert Daniel Conlon (May 17, 2011 – May 4, 2020)
6. Ronald A. Hicks (July 17, 2020 – present)

Auxiliary Bishops

- Romeo Roy Blanchette (February 8, 1965 – Jul 19, 1966), appointed Bishop of Joliet
- Raymond James Vonesh (January 5, 1968 – May 7, 1991)
- Daniel Kucera (June 6, 1977 – March 5, 1980), appointed Bishop of Salina and later Archbishop of Dubuque
- Daniel L. Ryan (August 14, 1981 – November 22, 1984), appointed Bishop of Springfield in Illinois
- Roger Kaffer (April 25, 1985 – August 15, 2002)
- James Edward Fitzgerald (January 11, 2002 – June 5, 2003)
- Joseph M. Siegel (October 28, 2009 – October 18, 2017), appointed Bishop of Evansville

Apostolic Administrator

- Richard E. Pates (December 27, 2019 – July 17, 2020)

Church Listing

Source: <http://gcatholic.org/churches/local/joli0.htm> (Founding dates added.)

| Cities (Illinois) | Churches (132) |
|--------------------------|---|
| Addison | St. Joseph—Founded 1956 |
| Addison | St. Philip the Apostle—Founded 1963 |
| Ashkum | Assumption of the Blessed Virgin Mary—Founded 1881 |
| Aurora | Our Lady of Mercy—Founded 1988 |
| Beaverville | St. Mary—Founded 1857 |
| Bensenville | St. Alexis—Founded 1926 |
| Bensenville | St. Charles Borromeo—Founded 1959 |
| Bloomington | St. Isidore—Founded 1920 |
| Bolingbrook | St. Dominic—Founded 1963 |
| Bolingbrook | St. Francis of Assisi—Founded 1980 |
| Bourbonnais | Maternity of the Blessed Virgin Mary—Founded 1847 |
| Bourbonnais | St. George—Founded 1853 |
| Bradley | St. Joseph—Founded 1904 |
| Braidwood | Immaculate Conception—Founded March 1869 |
| Cabery | St. Joseph—Founded 1867 (as Mission), 1892 (Peoria Diocese) |
| Carol Stream | Corpus Christi—Founded 1989 |

| | |
|------------------|---|
| Carol Stream | St. Luke—Founded 1960 (as Mission), 1963 (Parish) |
| Channahon | St. Ann—Founded 1990 |
| Chebanse | Sts. Mary and Joseph—Founded 1869 |
| Clarendon Hills | Notre Dame—Founded 1954 |
| Clifton | St. Peter—Founded 1898 |
| Coal City | Assumption of the Blessed Virgin Mary—Founded 1889 |
| Crescent City | St. Joseph—Founded 1874 |
| Crest Hill | St. Ambrose—Founded 1965 |
| Crest Hill | St. Anne—Founded 1953 |
| Darien | Our Lady of Mount Carmel—Founded 1970 |
| Darien | Our Lady of Peace—Founded 1959 |
| Darien | St. Therese (National Shrine) Dedicated 1987 (Relocated from St. Clara's Carmelite Church in Chicago. USCCB designated the original site in the 1950s.) |
| Downers Grove | Divine Savior—Founded 1968 |
| Downers Grove | St. Joseph—Founded 1906 |
| Downers Grove | St. Mary of Gostyn—Founded 1891 |
| Elmhurst | Immaculate Conception—Founded 1876 |
| Elmhurst | Mary Queen of Heaven—Founded 1956 |
| Elmhurst | Visitation—Founded 1953 |
| Essex | St. Lawrence O'Toole—Founded 1880 |
| Frankfort | St. Anthony—Founded 1972 |
| Gibson City | Our Lady of Lourdes—Founded 1875 |
| Gilman | Immaculate Conception—Founded May 1872 |
| Glen Ellyn | Queenship of Mary—Founded 1993 |
| Glen Ellyn | St. James the Apostle—Founded 1965 |
| Glen Ellyn | St. Petronille—Founded 1925 |
| Glendale Heights | St. Matthew—Founded 1960 |
| Goodrich | Sacred Heart—Founded 1896 |
| Herscher | St. Margaret Mary—Founded 1920 |
| Hinsdale | St. Isaac Jogues—Founded 1930 (Chicago), 1949 (Joliet) |
| Homer Glen | Our Mother of Good Counsel—Founded 1996 |
| Homer Glen | St. Bernard—Founded 1978 |
| Hopkins Park | Sacred Heart 1939 |
| Irwin | St. James the Apostle—Founded 1862 |
| Itasca | St. Andrew Kim—Founded 1981 |
| Itasca | St. Peter the Apostle—Founded 1956 |
| Joliet | St. Raymond Nonnatus Cathedral—Dedicated 1949 |
| Joliet | St. Raymond Nonnatus—Founded 1917 |
| Joliet | Holy Cross—Founded 1893 |
| Joliet | Our Lady of Mount Carmel—Founded 1949 |
| Joliet | Sacred Heart—Founded 1886 |

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|------------|--|
| Joliet | St. Anthony—Founded 1902 |
| Joliet | St. Bernard—Founded 1921 |
| Joliet | St. Francis Xavier—Founded 2002 |
| Joliet | St. John the Baptist—Founded 1852 |
| Joliet | St. Joseph—Founded 1891 |
| Joliet | St. Jude—Founded 1954 |
| Joliet | St. Mary Magdalene—Founded 1953 |
| Joliet | St. Mary Nativity—Founded 1906 |
| Joliet | St. Patrick—Founded 1838 |
| Joliet | St. Paul the Apostle—Founded 1950 |
| Kankakee | St. John Paul II—Founded 2017 (Unifying St. Martin of Tours—Founded 1950; St. Rose—Founded 1855; and St. Teresa of the Child Jesus—Founded 1949) |
| Kankakee | St. Patrick—Founded 1893 |
| Kinsman | Sacred Heart—Founded 1869 |
| L’Erable | St. John the Baptist—Founded 1856 |
| Lisle | St. Joan of Arc—Founded 1924 |
| Lisle | St. Procopius Abbey—Founded 1885 |
| Lockport | St. Dennis—Founded May 1846 |
| Lockport | St. John Vianney—Founded 1956 (Mission), 1963 (Parish), 1997 (Shrine) |
| Lockport | St. Joseph—Founded Late 1868 |
| Lockport | Our Lady of Korean Martyrs—Founded 1999 |
| Loda | St. Joseph—Founded 1870 |
| Lombard | Christ the King—Founded 1960 |
| Lombard | Divine Mercy—Founded 2008 |
| Lombard | Mary Immaculate, Queen of Universe (National Shrine)—Founded 1974 |
| Lombard | St. Pius X Church—Founded 1954 |
| Lombard | Sacred Heart—Founded 1912 |
| Manhattan | St. Joseph—Founded 1891 |
| Manteno | St. Joseph—Founded 1855 |
| Martinton | St. Martin—Founded 1899 |
| Minooka | St. Mary—Founded 1852 |
| Mokena | St. Mary—Founded 1864 |
| Momence | St. Patrick—Founded 1859 |
| Monee | St. Boniface—Founded 1868 |
| Morris | Immaculate Conception—Founded 1852 |
| Naperville | Holy Spirit—Founded 1999 |
| Naperville | St. Elizabeth Seton—Founded 1986 |
| Naperville | St. Margaret Mary—Founded 1980 |
| Naperville | Sts. Peter and Paul—Founded 1846 |
| Naperville | St. Raphael—Founded 1963 |
| Naperville | St. Thomas the Apostle—Founded 1984 |

| | |
|------------------|---|
| New Lenox | St. Jude—Founded 1934 |
| Oakbrook Terrace | Ascension of Our Lord—Founded 1967 |
| Oswego | St. Anne—Founded 1963 |
| Park Forest | St. Mary—Founded 1959 |
| Paxton | St. Mary—Founded 1910 |
| Peotone | St. Paul the Apostle—Founded 1949 (Mission), 1961 (Parish) |
| Piper City | St. Peter—Founded 1887 |
| Plainfield | St. Mary Immaculate—Founded 1909 |
| Plano | St. Mary—Founded 1885 |
| Reddick | St. Mary—Founded 1899 (Mission), 1905 (Parish) |
| Roberts | Immaculate Conception—Founded 1880 (Mission, Diocese of Peoria), 1948 (Incorporated into the Diocese of Joliet) |
| Rockdale | St. Joseph—Founded 1914 |
| Romeoville | St. Andrew the Apostle—Founded 1959 |
| Roselle | St. Walter—Founded 1946 |
| St. Anne | Church of St. Anne—Founded 1871 (Our Lady of Fatima) |
| Shorewood | Holy Family—Founded 1960 |
| South Wilmington | St. Lawrence—Founded 1904 |
| Steger | St. Liborius—Founded 1901 |
| Villa Park | St. Alexander—Founded 1924 |
| Villa Park | St. John the Apostle—Founded 1959 |
| Warrenville | St. Irene—Founded 1927 |
| Watseka | St. Edmund—Founded 1908 |
| Wayne | Resurrection—Founded 1968 |
| West Chicago | St. Mary—Founded 1894 |
| Westmont | Holy Trinity—Founded 1938 |
| Wheaton | St. Daniel the Prophet—Founded 1989 |
| Wheaton | St. Mark—Founded 1962 |
| Wheaton | St. Michael—Founded 1882 |
| Wilmington | St. Rose—Founded 1844 |
| Wilton Center | St. Patrick—Founded 1864 |
| Winfield | St. John the Baptist—Founded 1867 |
| Wood Dale | Holy Ghost—Founded 1946 |
| Woodridge | Christ the Servant—Founded 1946 |
| Woodridge | St. Scholastica—Founded 1962 |
| Yorkville | St. Patrick—Founded 1885 (Mission), 1948 (Parish) |

| Cities (Illinois) | Other Churches Within the Diocesan Territory (2) |
|--------------------------|---|
| Homer Glen | Annunciation (Ruthenian) |
| Lombard | Our Lady of Lebanon (Maronite) |

Creating a Timeline

K-Grade 2

Materials needed

- Index cards
- Markers or crayons
- Tape

Procedure

- Explain the concept of a timeline to the class.
- Depending on class size and age
 - Decide how many cards to use (consider one for each decade due to their age).
 - Assign students to write the appropriate number on the cards or preprint it for them.
 - Choose which statistics to use.
 - Bishops' names with year of installation
 - The parish church, including founding years
- Decorate as appropriate
 - Crosses, doves, other religious symbols
 - Images from Bible stories

Display

- Display on a long wall
 - Hang the cards displaying years horizontally, with events or people hung vertically beneath the appropriate year.
 - Use stickers, added to the year cards, to represent the other churches in the diocese.
 - Use the timeline to illustrate the longevity of the Diocese of Joliet.
 - Speak to the vast number of people who have served in and been served by the diocese.
 - Add cards for each child's baptismal year to help them understand they are an important part of the diocesan story.

Grades 3-5

Materials needed

- Index cards
- Markers or crayons
- Tape

Procedure

- Explain the concept of a timeline.
- Depending on class size and age:
 - Assign students or groups to write the years representing the arc of the diocese's history on index cards.
 - Assign students or a group to write the names of all the bishops/auxiliary bishops/administrator on index cards, including their year of installation.
 - Assign students or groups to write the names of churches (perhaps limited to area churches only) and the year of their founding.
 - Allow the students to decorate appropriately.

Display

- Hang the cards with year designations horizontally.
- Have students find the appropriate years for the bishops' installations and churches' foundings and hang these vertically under the correct year.

- Use stickers, added to the year cards, to represent the other churches in the diocese as an illustration of the size of the diocesan family.
- Have each student make a personal card with the date of their Baptism to illustrate their place in the diocesan family.

Grades 6-8

Materials needed

- Index cards (or something larger to accommodate a broader scope)
- Markers
- Tape

Procedure

- Assign students to write the years of the diocese on cards.
- Assign students to make cards reflecting the tenure of each bishop, auxiliary bishop, and administrator for the diocese.
- Include cards for each diocesan church and its founding year.
- Have students research world events since the founding of the diocese, including the names of presidents and popes who have led in the years since 1948. Make a card for each event to be included and each pope and president.
 - <https://www.gilderlehrman.org/history-resources/online-exhibitions/timeline-1945-present>
 - <https://www.smh.com.au/world/list-popes-of-the-20th-and-21st-centuries-20130314-2g1lh.html>

Display

- Affix the year cards to a wall, placing them in a horizontal line.
- Place the leadership and diocesan church cards under the appropriate year.
- Have students make a personal card with their name and year of Baptism. Place these cards under the church of each one's Baptism, if they were baptized in the diocese. Otherwise, place the cards under their current parish card.
- Add the historical information cards under the appropriate year, allowing the students to observe the historical "map" of the diocese as an integral part of world history. Begin a discussion of the ways in which the Church has impacted and influenced the development of civilization.

Grades 9-12

Materials needed

- Access to research materials
 - The information listed in the materials above for creating a timeline.
 - Regarding social justice
 - <https://bustedhalo.com/ministry-resources/catholic-social-teaching-in-action-how-to-follow-in-the-footsteps-of-holy-men-and-women>
 - <https://www.cctwincities.org/education-advocacy/catholic-social-teaching/>
 - Regarding American history
 - <https://wherepeteris.com/pope-francis-the-church-and-labor-unions/>
 - <https://www.catholiccharitiesusa.org/about-us/history/>
 - <https://www.zippia.com/catholic-social-service-careers-1664387/history/>
 - <https://catechesis.diojoliet.org/ministries-of-mercy>

Procedure

- Familiarize students with the diocesan timeline information. You may wish to have them assemble a timeline, if time permits.
- Pre-assign research or assign as in-class group work.

- Remind students that the Church is worldwide, with the Diocese of Joliet being one thread in a massive and beautiful tapestry. Each student is a valued and irreplaceable member of this worldwide family of God.
- Use the research articles to spur a conversation about the impact of the Catholic Church in the world.
 - Based on the articles you read, what actions has the Church taken to be true to her mission to bring Christ to all?
 - How do the pillars of Jesuit education, which you learned about through your study of St. Francis Xavier, help shape the Church's actions?
 - Which of the ministries of mercy in our diocese do you feel is most important? How could your donation of time help this ministry?
 - Can you think of any Gospel passages that you have heard or read that support the Church's endeavors to improve the lives of people outside the scope of the spiritual?
 - Can you rank the seven Catholic social themes by importance? Can you give the reasons for your choices?
 - Research the dates of the Diocese of Joliet (1948 - Present) and look at this era in American history. Can you find times when the Church waded into the civic arena to support the dignity of all people?
 - What can you do to advance Catholic social teaching as a high school student? What will you be able to do as an adult?

LESSON 2

THE MOST HOLY EUCHARIST

The real presence of Jesus in the Holy Eucharist is both a treasure and a mystery. We have been gifted by Christ with the opportunity to receive His precious Body and Blood every bit as authentically as the Apostles did at the Last Supper.

How do we begin to explain this miraculous phenomenon to the children? We begin at the source, with Christ's own words in the Gospels. How can we assure our children that the Eucharist (which means "thanksgiving") is the Real Presence of Christ, Body and Blood, Soul and Divinity, even when we cannot completely comprehend it ourselves? We rely on the Word of God, whose wisdom exceeds all human understanding and who would never lead us astray. We rely fully on the prayer "Jesus, I trust in You."

Prior to teaching your students about the Real Presence, become familiar with the resources below. The video included in the last site contains a great deal of information presented in a user-friendly way. It is not necessary for younger classes to view the entire forty-nine minutes, so judge the readiness of your class.

- [https://www.usccb.org/eucharist#:~:text=Jesus%20gives%20himself%20to%20us,\(Jn%206%3A56\)](https://www.usccb.org/eucharist#:~:text=Jesus%20gives%20himself%20to%20us,(Jn%206%3A56))
- <https://bible.usccb.org/bible/john/6> (John 6:22-59 The Bread of Life Discourse)
- <https://bible.usccb.org/bible/matthew/26> (Matthew 26:26-30 The Lord's Supper)
- <https://bible.usccb.org/bible/mark/14> (Mark 14:22-26 The Lord's Supper)
- <https://bible.usccb.org/bible/luke/22> (Luke 22:14-20 The Lord's Supper)
- <https://www.churchpop.com/5-extraordinary-eucharistic-miracles-with-pictures/> (Eucharistic Miracles)
- <https://www.istockphoto.com/photos/monstrance> (Images of Monstances)
- <https://www.usccb.org/prayer-and-worship/the-mass/order-of-mass> (Order of the Mass)
- <http://www.therealpresence.org/eucharst/mir/a3.html> (Includes an animated video that gives a good presentation on the Real Presence.)



K–Grade 2

Materials needed

- Access to chosen sources from the list, especially if you plan to show any portion of the video found on the last site.
- Drawing paper and crayon, marker, colored pencils
- Gold foil cupcake papers (Flatten these as the “sunburst” feature in drawing a monstrance. Place a small circle of white paper in the middle to represent the Eucharist.)
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Procedure

- Read one Gospel version of the Last Supper, emphasizing which words are those of Jesus, especially the words that change the humble bread and wine into His Body and Blood.
- Provide unconsecrated hosts so the children can touch and taste them. Point out that this is still just bread, a simple part of our diet.
- Explain that at Mass, the priest blesses the bread in a special way in order to transform it miraculously into Jesus.
- Take the children to the church, if possible, and show the children the altar where this miracle occurs. Point out that this miracle of transubstantiation only happens during Mass. Priests do not utilize this special authority outside of the celebration of the Mass.
- Point out the tabernacle, explaining its purpose.

Follow up

- Choose a Eucharistic miracle to share with your students.
- Arrange for a visit to Eucharistic Adoration, or have a priest visit to explain what happens at Adoration.
- Show the pictures of monstrances from the resource list. Have students draw a picture of a monstrance.

Grades 3–5

Materials needed

- Access to resource materials
- Means of sharing the video contained in the last source, should you choose to do so

Procedure

- Read two different Gospel passages about the Last Supper. Pay special attention to the words of Jesus as He blesses the bread and wine.
 - Compare and contrast the different versions.
 - Draw a Venn diagram to illustrate the differences and similarities.
- Explain to the students that the transubstantiation can only take place within the sacrifice of the Mass.
 - Review the Liturgy of the Word and its importance in preparing for the Consecration.
 - Discuss the Liturgy of the Eucharist, during which the humble gifts of bread and wine miraculously become the Body and Blood of Christ.
- Take the students to the church and point out the altar where the gifts are blessed and transubstantiated. Also, point out and explain the purpose of the tabernacle. If you are unable to visit the church, perhaps a priest could come to you to share his understanding of this miracle.
- Choose one or two Eucharistic miracles to share with your students.

Follow up

- Arrange for participation in Eucharistic Adoration.

Grades 6–8

Materials needed

- Access to resource material
- Ability to show the video (contained in the last site listed)

Procedure

- Read all the Gospel passages on the Last Supper.
 - Taken together, what can we learn from these passages?
 - View the video (or at least the beginning portion).
 - Does this enhance your understanding?
- Review the Mass's structure
 - Introductory Rites
 - Liturgy of the Word
 - Readings from both the Old and New Testaments prepare the congregation for the mystery of the Eucharist.
 - Liturgy of the Eucharist
 - Only during this portion of the Mass is the bread and wine transubstantiated into the miracle of the Body and Blood of Christ.
 - Concluding Rites
- Visit the church
 - Point out the altar, where the Consecration takes place.
 - Explain the purpose of the Tabernacle and its position in the church
- Choose one or two Eucharistic miracles to present to your students. Include:
 - Place of the miracle
 - Year of the miracle
 - Try to choose miracles that are separated by both time and distance.

Follow up

- Arrange for participation in Eucharistic Adoration.

In addition to the sources listed above, these three sites contain information that is presented in a deeper, more intellectual manner. Please review these materials to gauge their efficacy for your students.

- https://media.ascensionpress.com/2021/11/03/the-amazing-science-of-recent-eucharistic-miracles-a-message-from-heaven/?psafe_param=1&utm_campaign=gs-2020-10-16&utm_source=goo (Eucharistic miracles with a focus on scientific evidence)
- <https://www.catholic.com/magazine/print-edition/transubstantiation-for-beginners> (Biblical support for Transubstantiation)
- <http://www.therealpresence.org/eucharst/scrip/a6.html> (Includes comprehensive list of Old Testament passages that foreshadow Eucharist.)

Grades 9–12

Materials needed

- Access to the resource materials
- Ability to show the video: <http://www.therealpresence.org/eucharst/mir/a3.html>

Procedure

- Read all the Gospel passages on the Last Supper and the Bread of Life Discourse from the Gospel of St. John.
 - What can we learn from these passages?
 - View the video concerning the Real Presence.
- Explore the Old Testament passages that foreshadow the Eucharist.
 - Do these passages, written well before the birth of Christ, help your understanding of God's plan?
- Plan a time to participate in Eucharistic Adoration.

Follow up

- Has this exploration of the Real Presence provided you with information you did not have?
- Has this information changed the way you view the Eucharist?

LESSON 3

SAINT FRANCIS XAVIER

The Catholic Church has a long history of honoring the saints, those people who have gone before us with such a shining example of faith that we declare they are surely in the presence of the Almighty. We name our parishes and our children in their honor. We assign saints to be the special protectors of countries, occupations, and vocations. We treasure the example they set for us, showing the way to lead lives of faith.

Our first bishop, Martin D. McNamara, chose St. Francis Xavier as the patron saint of the newly formed Diocese of Joliet. Bishop McNamara was formerly the pastor of St. Francis Xavier Parish in Wilmette, so it is likely that he honored the parish that he led. Tradition includes the anecdote that his choice of patron saint was also influenced by the fact that St. Francis was a missionary and serving in Joliet felt a bit like being a missionary! This short video, by Dr. Debra K. Mooney of Xavier University, helps us understand the mindset of being a missionary, whether in far flung locales, like Francis Xavier, or places close to home, like Bishop McNamara.

<https://www.xavier.edu/jesuitresource/online-resources/video-resources/jesuit-values-videos/index>

This list of sources, by no means exhaustive, can provide teachers and parents with some of the background knowledge that can be shared or assigned to our young people. Familiarizing oneself with the details of the life of St. Francis Xavier is a vital starting point to share this remarkable man with the young people in our lives.

- https://en.wikipedia.org/wiki/Francis_Xavier
- https://kids.kiddle.co/Francis_Xavier
- <https://www.catholicicing.com/?s=francis+xavier>
- https://www.catholic.org/saints/fun_facts_arch.php?saint=423
- <https://artsandculture.google.com/story/goencho-saib-the-life-and-miracles-of-saint-francis-xavier-moca-museum-of-christian-art/hAWhWvLN8IdfyQ?hl=en>
- <https://www.deepertruthcatholics.com/single-post/the-catholic-defender-saint-francis-xavier-s-story>
- <https://www.gaudiumpress.ca/saint-francis-xavier-patron-saint-of-missionaries>
- <https://www.youtube.com/watch?v=rRvI9iYVcRU>

K–Grade 2

Materials needed

- Drawing paper
- Crayons, markers, or colored pencils

Procedure

- Explain the concept of a patron saint, pointing out that St. Francis Xavier is the patron saint of the Diocese of Joliet, which includes their parish.
- Present information concerning St. Francis Xavier to your students, appropriate to their age level. Include biographical information, place of birth, education, the Jesuit order, his travels, etc. Try to give your students a clear overview of his life and times.
- Discuss with your students one fact that each found interesting and encourage them to explain why. Ask questions that help your students “walk in his shoes.”
 - How are your family and Francis’s family similar/different?
 - What do you think it was like for Francis to leave home to study in another country?
 - How do you think Francis came to the decision to become a priest?
 - Would you be brave enough to go to a completely different area of the world to teach about God?
- After the discussion, have students illustrate one moment in Francis’s life. Have them write one sentence on the page to describe the picture.
- Bind the pictures together to make a classroom book about St. Francis Xavier. Have the students take turns taking the book home for a day to share with their families.

Grades 3–5

Materials needed

- Drawing paper
- Crayons, markers, colored pencils
- Writing paper

Procedure

- Prior to class, assign students to interview their parents about the student’s patron saint. Encourage them to find out as much about their saint as they can.
- Share with your class information about Saint Francis Xavier, perhaps having them read/view one of the sources above, as appropriate for their age and ability.
- Using drawing paper, have students draw a Venn diagram to compare and contrast their patron saint with the patron saint of the Diocese of Joliet. Include as many details as possible.
- Use this diagram to write a paragraph based on the diagram of the two saints.
- If desired, have students use another sheet of drawing paper to produce a sketch of the two saints side by side. Display these in the classroom.

Grades 6-8

Materials needed

- Computer for showing video <https://www.xavier.edu/jesuitresource/online-resources/video-resources/jesuit-values-videos/index>
- Writing paper

Procedure

- Prior to the lesson, assign your students to do some research by the use of one of more of the source suggestions.
- Have students view the video referenced above.
- Discuss the attributes listed in the video:

- Enthusiasm (Joy), Passion-driven achievement (Following his heart), Openness to the influence of others (In order to serve them)
- How are these attributes made manifest in the life of St. Francis?
- Do you know people with these attributes? Do you have them?
- How was Francis's life shaped by these traits?
- How were others impacted by Francis's approach to the world?
- In the journey toward Confirmation:
 - Have you considered the saint whose example you wish to honor by choosing his or her name as your own?
 - What attributes are you drawn to as you explore the lives of the saints? Whose story resonates with you?
 - Which gifts of the Holy Spirit do you perceive when you learn about the actions of St. Francis?
 - Which of the gifts of the Holy Spirit resonate with you most strongly?
- Write an essay about how you will go about choosing a Confirmation name. Include the means you will use to explore the lives of the saints. If you choose to use your baptismal name, explain what led you to this choice.

Grades 9–12

Materials needed

- Access to research material re:
 - St. Francis Xavier (see sources above)
 - The Jesuits <https://www.georgetown.edu/news/the-jesuit-mission-seeking-god-in-all-things/#:~:text=What%20is%20a%20Jesuit%3F,seek%20God%20in%20all%20things> (Georgetown University site)
 - <https://en.wikipedia.org/wiki/Jesuits>
 - <https://www.jesuits.org/about-us/the-jesuits/>
 - Pope Francis
 - <https://www.vatican.va/content/francesco/en/biography/documents/papa-francesco-biografia-bergoglio.html>
 - <https://www.usccb.org/popes/pope-francis>

Procedure

- Either pre-assign the gathering of research or do this as a group project in class.
- Suggested discussion questions:
 - What aspects of the life of St. Francis Xavier did you find most interesting? Are there ways in which your life and his are similar? What are two important differences between your life and his?
 - Francis Xavier was a close friend of Ignatius Loyola and one of the founding members of the Society of Jesus. If you were to begin a religious order, what principles would you use as your pillars and charisms?
 - St. Francis Xavier fearlessly chose the life of a missionary, spreading the Gospel in places which had never heard of Jesus. In what ways can you be a missionary while remaining close to home? How are you called to serve in a different way?
 - After researching both the history of the Jesuits and the life of Pope Francis, in what ways do you see the current pope adhering to the charisms of his order? In what ways do you see him embracing other ways of expressing the Catholic faith? What aspects of the pope's life inspire you?
 - If they could speak to one another, what do you imagine a conversation between St. Francis Xavier and Pope Francis would entail? What might a founding member of the Jesuits speak of to the first Jesuit pope?
 - Popes typically live in a palace in the Vatican; Pope Francis has chosen to occupy smaller quarters within the Vatican. St. Francis Xavier, born into wealth, chose a life of austerity as a missionary to Asia. What do you think was the driving force behind each of them valuing service far above their own comfort? Do you know others who have sacrificed for the sake of spreading the Gospel?

Follow up

- Your students may wish to visit the classrooms of younger students to share their knowledge of St. Francis Xavier or Pope Francis, even taking on their personas to present in first person.
- It might be possible for your students to present information about SFX to students in preparation for Confirmation. In speaking of him, your students could encourage the younger students to choose a Confirmation saint with care, basing their choice on the qualities to which they aspire.



IDEAS FOR CROSS-CURRICULAR LESSONS

SOCIAL SCIENCE CURRICULUM

Affective Goals for Social Science/Geography

Catholic Standards for Social Science

- Students will use Social Science to explore, understand, and appreciate God's Creation; to know that as Christians we are called to protect and conserve the Earth's resources.
 - A. To recognize geographical locations and have awareness that humanity is one family, no matter the artificial boundaries of country, race, or ethnicity.
 - B. Embrace the responsibility of breaking down geographic barriers that negatively impact our multicultural society through the use of enhanced communication and technology.
 - D. To describe and explain the historical significance of geography's impact on the development of societies and the Church.
- Understand world geography and the effects of geography and religion on society with an emphasis on the United States.
- Locate, describe and explain places, regions and features of God's creation.

GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Standard A: Locate, describe and explain places, regions and features on the Earth.

Kindergarten

2. Express beginning geographic thinking.
3. Understand that God created the Earth and all living things.

Grade 1

16. Identify the globe as a model of Earth.
18. Understand that God created all things: the Earth and all living things.

Grade 2

15. Identify similar physical characteristics of Earth using the globe and pictures.
16. Identify physical characteristics of Earth using the globe and maps; explain that they are God's creation.

Grade 3

17. Identify the major elements of a map and explain their use (e.g., title, scale, legend/key, directional indicators).
19. Point out the location of the poles, the equator, and the hemispheres on a globe and/or map.
20. Locate on a map the origin of Christianity.

Grade 4

1. Describe the location of countries relative to the locations of other countries; identify the religions in those locations

Grade 5

6. Determine the absolute location of places chosen by the teacher and students using a map grid with latitude and longitude.
7. Locate, on a map, significant Catholic shrines throughout the world.

Grade 6

14. Locate on a map some religious sites both past and present.
16. Identify, using only a mental map, the countries through which a person would pass as they travel along a straight-line route between two major cities (e.g., Use the sites german to the life of St. Francis Xavier, place of birth to place of death, city of birth to city of school, etc.).

Grade 7

11. Explain how geographic features impacted religious groups that relocated to new geographic regions.

Grade 8

9. Trace the origins of the Church (especially as St. Francis Xavier expanded the parameters of the Church through his missionary efforts).

In connection to the St. Francis Xavier lesson, using the grade level guidelines above, have your class:

- Find SFX's birthplace on a map.
- Trace his journey from home to university.
- Chart SFX's missionary path.
- Calculate data from SFX's travels
 - Miles traveled
 - Geographic features along his route
 - Native animals and plants
 - Time zones crossed
 - Languages encountered
 - Religions encountered
 - Identify important locations from SFX's travels using lines of longitude and latitude
- Explain how geographic features dictated means of transportation.
- Explain how geographic features presented challenges for the spread of Christianity.
- Explore the different religious traditions SFX encountered and how he was able to convert people to the Church.

CATHOLIC SCHOOL STANDARDS FOR LANGUAGE ARTS

In a Catholic school, curricular formation. . .

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.i
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.ii
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.iii
5. Encourages a synthesis of faith, life, and culture.iv

By identifying appropriate grade level goals, teachers and parents can utilize this list of activities to incorporate the anniversary of the Diocese of Joliet as well as information about our patron saint, St. Francis Xavier, into an English language curriculum.

Writing

- Essays on SFX and the Diocese of Joliet
- Persuasive (Why we should listen to his preachings as his converts did. Why people should register at my parish/diocese. Why our Catholic values are so important in today's world.)
- Expository [Any aspect of the life of SFX(birthplace, education, ministry, writings) or the diocese (history, leaders, parishes)]
- Descriptive (Aspects of the appearance of portraits of SFX, the Cathedral, parish churches)
- Younger students may narrate short pieces to teachers/parents and illustrate.

Presentations

- Teams of students may present "interviews" with SFX or Bishop McNamara.
- Students may produce drawings of one aspect of what they have learned and present to the class.

CATHOLIC SCHOOL STANDARDS FOR MATHEMATICS

In a Catholic school, curricular formation. . .

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.i
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.ii
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.iii
5. Encourages a synthesis of faith, life, and culture.iv

By identifying appropriate grade level goals, teachers and parents can utilize this list of activities to incorporate the anniversary of the Diocese of Joliet as well as information about our patron saint, St. Francis Xavier, into a mathematics curriculum.

Graphing

- Use the appropriate graph to display data concerning:
 - Number of parishes in the diocese
 - Population of each parish, or historical population of individual parishes
 - Population of the countries of SFX's birth, education, and ministry, both then and now
 - Number of orders of priests and religious in the Church
 - Historical and current populations of religious orders
 - Historical growth of the Catholic Church
 - Historical growth of the Diocese of Joliet
 - Compare travel times across the centuries (SFX's journey based on his modes of transport vs. the time it would take today.)

Calculation

- The calculation of the information above addresses many required math goals.

Resources

- https://en.wikipedia.org/wiki/Francis_Xavier
- <https://www.youtube.com/watch?v=Lx2awQX2cSc&t=4s>
- https://kids.kiddle.co/Francis_Xavier
- <https://blog.aquinasandmore.com/9-most-well-known-catholic-religious-orders>
- <https://www.catholicicing.com/?s=francis+xavier>
- https://www.catholic.org/saints/fun_facts_arch.php?saint=423
- <https://www.biography.com/religious-figure/saint-francis-xavier>
- <https://artsandculture.google.com/story/goencho-saib-the-life-and-miracles-of-saint-francis-xavier-moca-museum-of-christian-art/hAWhWvLN8ldfyQ?hl=en>
- <https://www.deepertruthcatholics.com/single-post/the-catholic-defender-saint-francis-xavier-s-story>
- <https://www.gaudiumpress.ca/saint-francis-xavier-patron-saint-of-missionaries>