

# **THOUGH MANY, WE ARE ONE**

## **UNIT 5b**

### **On the Lenten Journey to Holy Week**

#### **Lesson 7**

#### **Good Friday – We Remember**

## Unit 5b Lesson 7

### On the Lenten Journey to Holy Week

#### Good Friday - We Remember

##### Lesson Overview

Students will develop a deeper understanding of the meaning of Good Friday, and will investigate symbols that represent this Holy Day.

**Duration:** 120-160 minutes  
(3-4 periods in length)

#### CURRICULUM CONNECTIONS

##### Religious Education:

##### Gr. 5 Fundamental Concept: CL3:

The Church celebrates the Liturgical seasons of Advent, Christmas, Lent, Easter and Ordinary Time to coincide with the Paschal Mystery of Christ's life.

##### Gr. 6 Believing:

All that Jesus did and taught, both in his hidden and public life, is to be seen in the light of the mysteries of Christmas and Easter.

**Gr. 6 - BL2:** Demonstrate an understanding of the Church's teaching concerning the mysteries of the hidden and public life of Jesus Christ (incarnation, suffering and death, rising from the dead and ascending into heaven).

**Gr. 6 - CL3.2:** Describe various ways Christ's death and Resurrection are expressed in both the sacraments of Initiation and the liturgical rites and symbols of the Easter Triduum (e.g. through symbols - Darkness / Light, Fire, the Paschal Candle, empty tabernacle; through word and song - Exultant,

#### ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

##### The Catholic Social Teachings evident in this lesson include:

Life and Dignity of the Human Person  
Rights and Responsibilities

##### The Ontario Catholic School Graduate Expectations evident in this lesson include:

**CGE1c:** actively reflects on God's Word as communicated through the Hebrew and Christian scriptures

**CGE1h:** respects the faith traditions, world religions and the life-journeys of all people of good will

**CGE2a:** listens actively and critically to understand and learn in light of gospel values

**CGE2b:** reads, understands and uses written materials effectively

**CGE5a:** works effectively as an interdependent team member

**CGE5e:** respects the rights, responsibilities and

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Scripture Readings; through sacramentals - incense, water, oils, cross).	contributions of self and others
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GUIDING QUESTIONS (coming out of the Big Idea)	
<p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>• Why did Jesus forgive Judas for his betrayal?</li> <li>• What is the significance of the crown of thorns?</li> <li>• Why did Jesus sacrifice himself through torture and crucifixion?</li> <li>• How is the Good Friday Liturgy different from a Mass?</li> </ul> <p><b>Scripture Passages:</b></p> <ul style="list-style-type: none"> <li>• “The Son of Man must suffer greatly...and be killed...” Mark 15:25, 33</li> </ul>	

LEARNING GOALS	
<p>At the end of this lesson, students will know, understand and/or be able to:</p> <ul style="list-style-type: none"> <li>• Understand the literal meaning of Good Friday</li> <li>• Give meaning to the symbols of the Easter Triduum (e.g. through symbols - Darkness / Light, Fire, the Paschal Candle, empty tabernacle; through word and song - Scripture Readings; through sacramentals - incense, water, oils, cross).</li> <li>• Reflect and Pray on Jesus’ Sacrifice - our Saviour</li> </ul> <p><b>Success Criteria</b>, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.</p>	

INSTRUCTIONAL COMPONENTS AND CONTEXT	
<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>- The Passion of Christ</li> <li>- Crucifixion</li> <li>- Saviour</li> <li>- Good Friday or Great Friday or Holy Friday</li> <li>- Somber</li> <li>- Tabernacle</li> <li>- Incense</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Art &amp; Craft supplies: see instructions of each craft for details</li> <li>- Electronic devices such as iPads or Tablets, <i>Padlet</i> App.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- Research worksheets (<i>See Appendices 1-i to 1-v</i>)</li> <li>- Template for Teacher anecdotal notes (<i>See Appendix 2</i>)</li> <li>- Web Graphic Organizer (<i>See Appendix 3</i>)</li> </ul>

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<ul style="list-style-type: none"> <li>- Water</li> <li>- Oils</li> <li>- Paschal Candle</li> </ul> <p><b>Interesting Facts:</b></p> <ul style="list-style-type: none"> <li>- Some Catholics wear black on Good Friday, cover their mirrors, extinguish candles and any lamps burning before icons, keep amusements and distractions down, and go about the day in great solemnity.</li> <li>- Eating Fish on Good Friday (or Fridays in general): Historically, since about the second century of Christianity, Christians abstained from meat on Friday as a kind of sacrifice and reminder that acknowledged Jesus' sacrifice on the Cross. It's also why we proclaim the sorrowful mysteries of the rosary on Friday.</li> </ul>	<p><b>Internet Resources:</b></p> <ul style="list-style-type: none"> <li>- <b>Song "The Power of the Cross" by Kristyn Getty</b> <a href="https://www.youtube.com/watch?v=aowdjLeaCYs&amp;index=1&amp;list=PL6F51E640736594DD">https://www.youtube.com/watch?v=aowdjLeaCYs&amp;index=1&amp;list=PL6F51E640736594DD</a></li> <li>- <b>Behold the Wood of the Cross Sung by Jesuits</b> <a href="https://www.youtube.com/watch?v=baxQqo891tw">https://www.youtube.com/watch?v=baxQqo891tw</a></li> <li>- <b>What is Good Friday?</b> <a href="http://www.catholic.org/clife/lent/friday.php">http://www.catholic.org/clife/lent/friday.php</a></li> <li>- <b>Why do Catholics Only Eat Fish on Good Friday</b> (Busted Halo): <a href="http://bustedhalo.com/questionbox/did-catholics-only-eat-fish-on-friday-because-they-had-an-agreement-with-fisheries">http://bustedhalo.com/questionbox/did-catholics-only-eat-fish-on-friday-because-they-had-an-agreement-with-fisheries</a></li> <li>- <b>Padlet Online Free Application:</b> <a href="https://padlet.com/">https://padlet.com/</a></li> <li>- <b>Who Wants to be a Millionaire</b> free template: <a href="http://www.internet4classrooms.com/technology_tutorials/powerpoint_game_templates_technology_tutorials.htm">http://www.internet4classrooms.com/technology_tutorials/powerpoint_game_templates_technology_tutorials.htm</a></li> </ul>
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<p><b>MINDS ON</b></p> <ul style="list-style-type: none"> <li>• Establishing a positive learning environment</li> <li>• Connecting to prior learning and/or experiences</li> <li>• Setting the context for learning</li> </ul> <p><b>20 minutes</b></p> <p>Watch the music video clip "Catholic Hymn, Behold The Wood Of The Cross" by the St. Louis Jesuits on Good Friday <b>OR</b> "The Power of The Cross" by Kristyn Getty. <i>(See links in resources)</i></p> <p>Discuss the following questions: <i>(This may be done as a full class or in small groups.)</i></p> <ul style="list-style-type: none"> <li>• What is the song about?</li> <li>• What did you like or dislike about the video? (consider: melody, tempo, lyrics, meaning, pictures, captions, etc.)</li> <li>• How does the song help you to better understand Good Friday?</li> <li>• What else might you want to learn about Good Friday?</li> </ul>
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### **ACTION**

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided -independent)

### **Part 1 - Research**

**40-80 minutes** (*See Appendices 1-i through 1-v for details on each activity centre.*)

It is recommended that the action of this lesson be split up into 2 periods - 1 period for the re-search task and 1 period for the art activity/consolidation.

Organize students into 5 groups for 5 different activity centres.

*Note – In a large class, you may choose to assign multiple groups to each activity to keep group size small.*

### **Instructions for students:**

Complete one activity centre, then use all that you have learned to create a web graphic organizer representative of Good Friday.

- Use technology (e.g. iPads, Tablet, Chromebook) to help you access further information.
- Use the links given as well as independent research to complete the questions on the research worksheet.
- Include both writing and images in your web.

### ***Alternate Consolidation for Research Tasks***

**20-30 minutes**

Students will consolidate their learning using the “Who Wants to be a Millionaire” free template. Teacher can demonstrate how to enter a question and four responses. Student groups will work together to create a game which incorporates all of the concepts from their research about Good Friday.

*\*Differentiated instruction: Teacher can prepare a game in advance and have students play in teams.*

**Part 2 - Good Friday Art/Craft Activity Centres**

**15-75 minutes (Depending on how many art activities each student will create)**

There are different ways you could approach this activity. You may want to give students an opportunity to rotate through each centre OR to focus on just 1 or 2 activities.

Please allot class time accordingly. Each centre should take about 15 minutes.  
See *Appendix 2* for Teacher Anecdotal sheet.

**Activity Centre # 1: Calvary Hill Paper Plate Craft**

<http://www.catholicinspired.com/2013/03/calvary-hill-paper-plate-craft.html>



**Materials:**

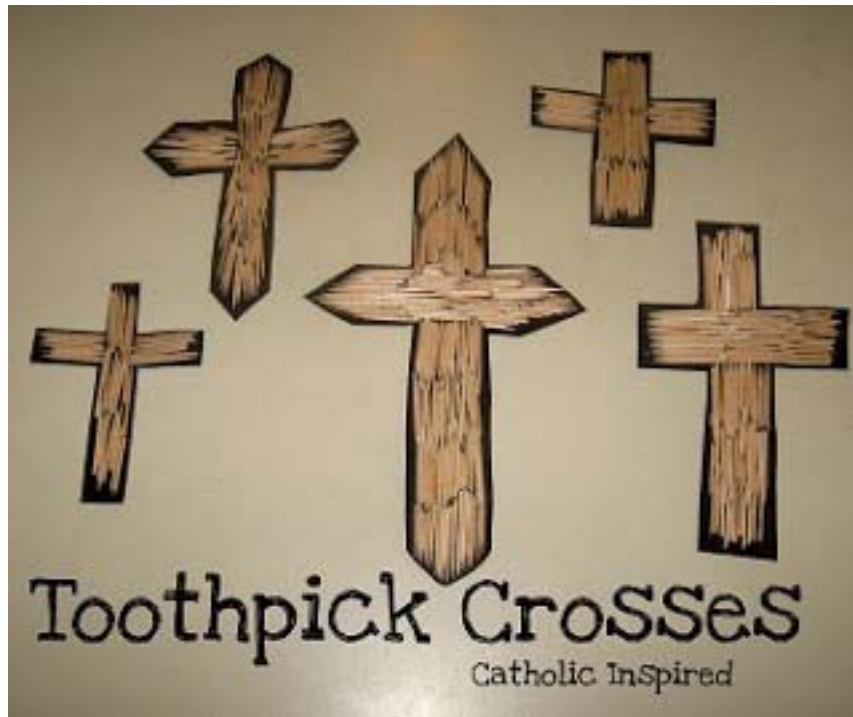
- a paper plate
- brown paper
- crayons
- scissors
- glue

**Instructions for students:**

- Cut a half circle in the middle of a plate
- Fold half circle to form the hill
- Colour the plate making it resemble a hill
- Cut out 3 crosses and glue them to the hill
- Add Jesus' tomb

## Activity Centre # 2 : Tooth Pick Crosses

<http://www.catholicinspired.com/2013/03/good-friday-crafts-and-activities-plus.html>



### Materials:

- Black Construction paper
- Glue
- Toothpicks
- Scissors

### Instructions for students:

- Cut out black construction paper in the form of a cross
- Glue toothpicks throughout the cross and fill
- Leave to dry for 15 minutes

### Activity Centre #3: Family at the Foot of the Cross

<http://www.catholicinspired.com/2013/03/good-friday-crafts-and-activities-plus.html>



#### Materials:

- Buttons
- Black Felt or Construction Paper
- Canvas
- Cardboard
- Glue and Glue Gun

#### Instructions for students:

- Cut out a 8 1/2 by 11 piece of cardboard
- Wrap a piece of canvas around the cardboard and staple
- Cut out three crosses using construction paper and glue to the canvas (you may need fabric glue or a glue gun)
- Decorate the bottom of the cross (family at the foot of the cross) using buttons. Ensure to glue each button on
- Let the art dry for 30 minutes



### Activity Centre #4: Clothes-Pin Crucifix

<http://www.catholicinspired.com/2011/04/good-friday-craft-clothes-pin-crucifix.html>



#### Materials:

- 2 sheets of brown construction paper
- small 2.5 cm circle of yellow paper
- small piece of white paper
- 3 clothes pins taken apart with metal hinge removed
- tissue (2 to 3 cm piece)
- tape
- glue (white glue and/or hot glue)
- coloured pencils (brown, black, red and orange)
- scissors

#### Instructions:

- Fold the construction paper every 2.54 cm to make a flat 2.54 x 15 cm long stiff vertical cross section. (Fold in one direction, not back and forth like a fan. It's like rolling up the paper but flattening the roll as you go.)
- Tape the end of the paper to one of the flat sides. This side will be the back of the cross.
- Cut the other piece of construction paper down to 15 cm x 13 cm. Fold it like the first, but to make a 2.54 cm x 13 cm horizontal cross section.
- Tape the two sections together on the back side to create a cross.
- Glue two clothespin parts back to back to create Jesus' body. Then add the two clothes pin parts to create his legs. (see image)
- With coloured pencils, draw Jesus' face, hair, and crown of thorns
- Cut out a 1" circle of yellow paper and color the outer edge with orange and glue it down at the center of the cross sections where the two parts intersect. This is the halo.
- Glue Jesus' body and legs to the cross, placing his head at the center of the halo.
- Add the arms as shown in the picture
- Use pencil crayon to add nail marks and blood.
- With a black pencil write INRI on the white paper and draw a brown square shape around it. Cut it out and glue it to the top of the cross.

**Activity Centre #5: Make a Paper Crown of Thorns**

<http://www.catholicinspired.com/2012/03/make-paper-crown-of-thorns.html>



**Materials:**

- Brown construction paper (12 x 18 inch sheet)
- Scissors
- Stapler
- Tissue paper

**Instructions for students:**

- Cut 12 x 18 inch of brown construction paper into 4 long parts
- Cut one of the sections into three parts, but leave them together on one end
- Braid the paper like you would braid hair (*See link for instructions and helpful pictures*)
- When braiding paper: After the first two times you cross the center strip, flip the strips of paper as it crosses the center strip. (The top of the strip is now the bottom) If you don't flip the third strip and those after it, the paper will just curl up as you braid and that will be difficult to manage.
- Also, make sure that you don't try to make the braid tight or the paper will rip.
- Make as many as you need to get the size crown that you want.
- Staple the end of one braided piece to the end of another.
- Staple them together to make a circle
- Snip small "thorns" in the edge of the braided strips.
- Cover the entire braided wreath with these points.
- You may need to curl the thorns out so you can better see them.

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### CONSOLIDATION

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

#### 20 minutes

Students will display their art work using a **Carousel** format.

“Carousel is an information strategy that allows students to share a project, a summary of an article, or a research report with several groups in the classroom. One student in each group is designated to share the information and remains in place, while the rest of the group rotates to listen to the designated speaker from another group. This occurs in a rotational sequence with all the groups in the class. Variations of the carousel strategy can include the designated spokesperson from each group (Student #1) moving one team/group to the right and presenting to the remaining students in that group. This strategy gives importance and context to a student’s work and develops personal accountability as the student presents to an audience beyond the teacher. It enables students to develop self-confidence and to practice presentation skills. It also prevents time-consuming and repetitive reports to the whole class.” (*Ontario Curriculum Unit Planner: Teaching/Learning Strategies Companion* © Queen’s Printer for Ontario, 2002)

Students will use a *Padlet* online bulletin board to post information about what they have learned through the art and craft centres.

Add interesting points, photos, links and facts about the activity centres that you visited and/or were a part of. This is a great way to share your thoughts from the activity centres.

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- If students demonstrate a lot of interest in the activity centres, they can extend their artistic ability by creating their own artistic works without using materials and instructions given to them throughout the activity centres. They can add their own materials and ideas to the various activity centres (e.g. extending the crown of thorns without using construction paper, using actual wood instead of the clothes pins for the cross, changing the buttons to a material of student choice, substituting toothpicks with another resource, using a wood platform instead of a paper plate).

## APPENDIX 1-i

### Template for Research Task # 1

Group Member Names: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Instructions for this task:**

Research and create a web graphic organizer (or fill in the lines given in the template) with all of the ideas you have found regarding the following symbols/facts/music videos/songs/discussion questions representative for Good Friday:

1. How is the Good Friday Liturgy different from a Mass?

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2. Why do Catholics not eat meat on Good Friday? (or they do not eat meat on any given Friday throughout the year?)

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3. Using the Busted Halo website: <http://bustedhalo.com/questionbox/did-catholics-only-eat-fish-on-friday-because-they-had-an-agreement-with-fisheries>, write a description about how Catholics remember and honour Jesus on Good Friday.

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**APPENDIX 1-ii**

**Template for Research Task # 2**

Group Member Names: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions for this task:**

Research and create a web graphic organizer (or fill in the lines given in the template) with all of the ideas you have found regarding the following symbols/facts/music videos/songs/discussion questions representative for Good Friday:

1. What is the history of why the Friday before Easter is called Good Friday?

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2. What is Good Friday also known as? What does INRI stand for?

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3. Find any interesting facts about Good Friday that you did not already know. Ensure that your search includes the word Catholic as there are differences between Catholic Beliefs about Good Friday and those of other Christians. You may visit [catholic.org](http://catholic.org) for more information. Add this to your graphic organizer (see **Appendix 3**) or complete using the space provided.

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**APPENDIX 1-iii**

**Template for Research Task # 3**

Group Member Names: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions for this task:**

Find various music videos or Songs on Good Friday. Complete a **reflection sheet** in the following regarding the meaning of Good Friday.

**Reflection on your choice of songs or music video**

**Title of song or music video:** \_\_\_\_\_

**Reflection Questions:**

1. Write a summary about this song or music video? (e.g. What was it all about? What religious meaning did it have?)

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2. What did you dislike or like about the song or music video? (e.g. melody, tempo, lyrics, meaning, pictures, captions etc.)

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3. How does the song help you understand Good Friday better? (If it did not help you understand Good Friday better, then please write recommendations on how to improve this activity or items that you would like to learn.)

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**APPENDIX 1 - iv**

**Template for Research Task # 4**

Group Member Names: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions for this task:**

Research and write a detailed description for the following symbols:

**1. Symbolism for Darkness/Light, Fire** (What do they mean or represent?)

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**2. Empty tabernacle** (What does it mean or represent?)

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**3. Sacramentals - incense, water, oils, cross** (What do they mean or represent?)

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**4. What is the crown of thorns?** (What does it mean or represent?)

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**5. Why did they call Jesus the King of Jews?**

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**APPENDIX 1-v**

**Template for Research Task #5**

Group Member Names: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions for this task:**

Research and add Scripture Passages for Good Friday.

1. Scripture Passage: \_\_\_\_\_

Meaning: \_\_\_\_\_

2. Scripture Passage: \_\_\_\_\_

Meaning: \_\_\_\_\_

3. Scripture Passage: \_\_\_\_\_

Meaning: \_\_\_\_\_

4. Scripture Passage: \_\_\_\_\_

Meaning: \_\_\_\_\_

5. Scripture Passage: \_\_\_\_\_

Meaning: \_\_\_\_\_



## APPENDIX 2

### Template for Teacher's Anecdotal Notes

*To be completed while students are working on the Good Friday Art activities.*

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Art Design:** \_\_\_\_\_

*"Look-Fors"* in achieving Good Friday Art Activity from the activity:

Religious Vocabulary, Religious concept integration into the Art designs, use of information is accurate in the creation of art designs.

**Teacher's Notes:**

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**Learning Skills (Work Habits):** \_\_\_\_\_

*"Look-Fors"*: Group Work Skills (On Task, works effectively as a team member, follows instructions, respects the ideas of others).

**Teacher's Notes:**

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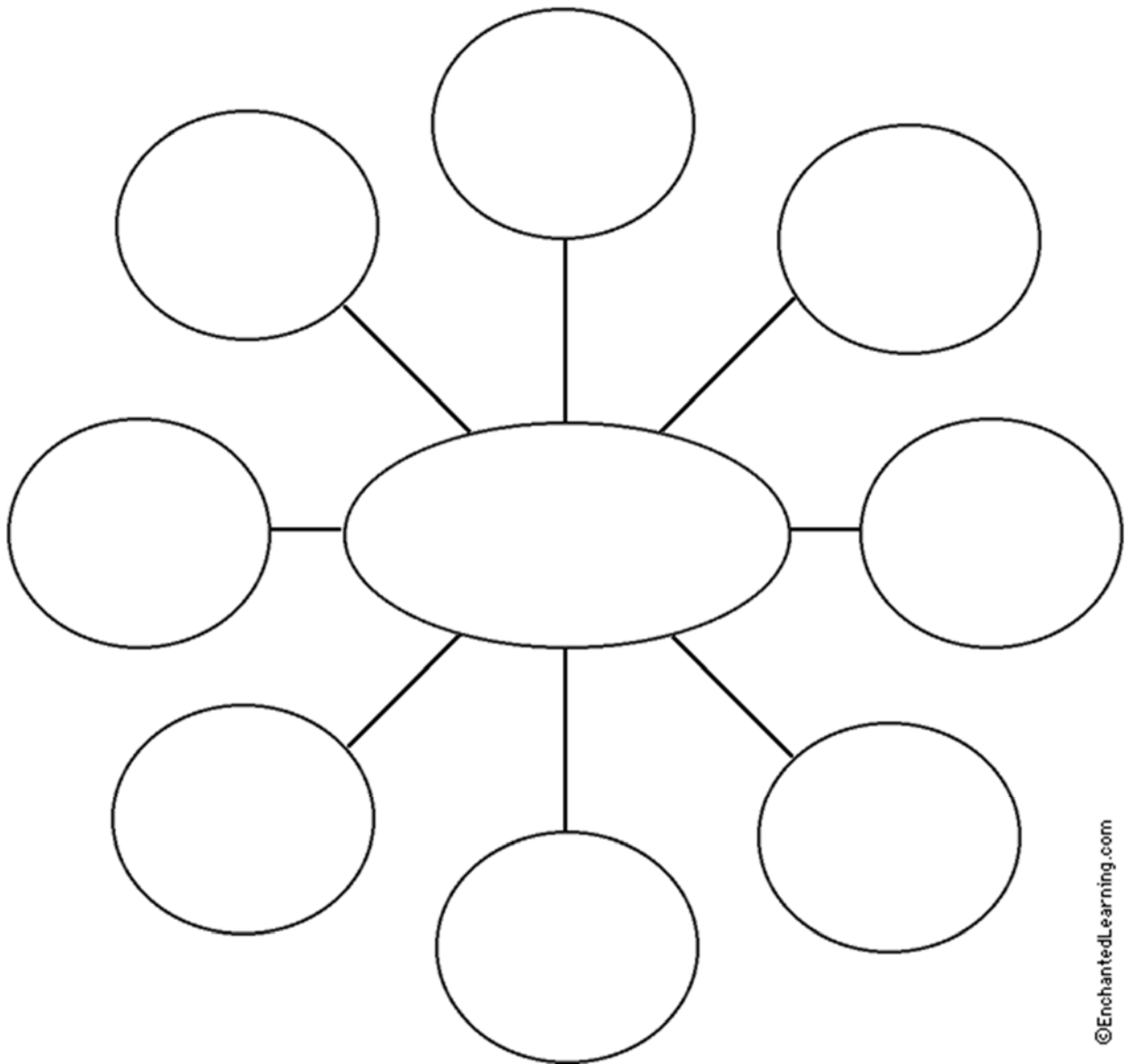
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**APPENDIX 3**

**Web Graphic Organizer**



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