

# **THOUGH MANY, WE ARE ONE**

## **UNIT 1**

### **Building Community**

#### **Lesson 8**

#### **Prince of Peace**

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### Building Community

#### The Prince of Peace

##### Lesson Overview

Students will use technology to complete an inquiry on Jesus “The Prince of Peace”.

#### CURRICULUM CONNECTIONS

##### Religious Education:

**Gr 4 - LS 2.2:** articulate the three essential elements which promote the common good (i.e. respect for the fundamental rights of the person; prosperity and the development of the spiritual and temporal goods of society; peace and security of societies and nations) and make connections through examples of how these improve the conditions of human life.

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

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

Rights and Responsibilities  
Solidarity

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

**CGE1:** A Discerning Believer formed in the Catholic Faith Community  
**CGE7:** A Responsible Citizen

#### GUIDING QUESTIONS (coming out of the Big Idea)

##### Big Idea:

- Jesus is referred to as “The Prince of Peace”

##### Scripture Passages:

- John 14:27, John 16:33, Ephesians 2:15, Isaiah 9:6

#### LEARNING GOALS

At the end of this lesson, students will know, understand and/or be able to:

- Identify why Jesus is referred to as “The Prince of Peace”
- What constitutes a peaceful action

**Success Criteria**, 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.

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INSTRUCTIONAL COMPONENTS AND CONTEXT	
Terminology:	<p><b>Materials:</b></p> <ul style="list-style-type: none"><li>- Bible</li><li>- Computers (1:3 ratio)</li></ul> <p><b>Internet Resources:</b></p> <ul style="list-style-type: none"><li>- <a href="http://www.thinglink.com">www.thinglink.com</a></li></ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"><li>- A Variety of web-based resources</li></ul> <p><b>NOTE:</b> If your students are not familiar with <i>ThingLink</i>, an introductory lesson on this program is recommended.</p>

MINDS ON
<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>Think – pair – share:</p> <p>Give each student one of the scripture passages listed above. With a partner, discuss the concept of peace as it is used in the passage. Share with the class.</p>

ACTION
<ul style="list-style-type: none"><li>• Introducing new learning or extending/reinforcing prior learning</li><li>• Providing opportunities for practice and application of learning (guided → independent)</li></ul>
<p>Students, in groups of three, will use the web-based program, <i>ThingLink</i>, to create a response to the following questions:</p> <p><b>Inquiry Guiding Question:</b></p> <ol style="list-style-type: none"><li>1. <i>Jesus is often called "Prince of Peace"- why?</i></li><li>2. <i>What did Jesus do in his life that created peace?</i></li></ol>

CONSOLIDATION
<ul style="list-style-type: none"><li>• Providing opportunities for consolidation and reflection</li><li>• Helping students demonstrate what they have learned</li></ul>
<p>As a class, examine several different walls that were created. Lead a class discussion about what students included on their <i>ThingLink</i> wall and why.</p> <ul style="list-style-type: none"><li>• How is peace an essential element to promote the common good? Give examples of</li></ul>

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how peace improves the conditions of human life.

- How can we apply Jesus' message of peace in our school and communities?

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Read Matthew 10:34-39 and/or Luke 12:51-53.
- How are these messages about peace different from the others? Here Jesus speaks of how difficult it can be to be a peacemaker in the world. Invite students to discuss how these seemingly contradictory messages can both be true.
- Identify quotes from modern peacemakers around the world. How do these messages compare to the message of Jesus?