

THOUGH MANY, WE ARE ONE

UNIT 5b

On the Lenten Journey to Holy Week

Lesson 5

The Mass of the Lord's Supper: Holy Thursday

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The Mass of The Lord's Supper: Holy Thursday

Lesson Overview

In this lesson, students will be learning about the parts of the Mass and Liturgy. A particular focus will be on the religious symbols present during the Last Supper (e.g. the Eucharist).

Duration: 120 minutes (3 periods)

CURRICULUM CONNECTIONS

Religious Education:

Gr. 4 - LC1.3: Explain how the Church is “mystery” (the Church is both a visible community of faith, hope and charity and a spiritual community – the mystical Body of Christ endowed with heavenly riches, both human and divine; a communion of God and persons and link this mystery to the call to holiness and our response.

Gr. 5 - CL2.2: Identify the elements of the liturgy of Mass that make Christ's presence visible through signs, words and the action of the Holy Spirit (The Assembly, the Liturgy of the Word, the Eucharistic Prayer, the Priesthood).

Gr. 5 - CL2.3: Explain how the prayers, ritual actions, and songs in the liturgy of the Mass can unite us in full, conscious and active participation and transform us into a community called to witness to the presence of Christ in the world.

Gr. 6 Fundamental Concept: CL2

The Mass is the source and summit of

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:

CGE1b: participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story

CGE1f: seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship

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

CGE5a: works effectively as an interdependent team member

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<p>Christian life.</p> <p>Gr. 6 - CL2: Understand the order of the Mass and the meaning of the various rites within the Liturgy.</p> <p>Gr. 6 - CL2.2: Explain the significance and meaning of the “breaking of bread” for the early Church and its relationship to the concluding rite of Mass (being sent forth to serve and witness to Christ).</p> <p>Gr. 6 - CL3: Demonstrate an understanding of the Liturgical seasons of Lent, Easter and the Feast of Pentecost as they are revealed through rituals, images and symbols and the Church’s sacraments (the mysteries of Christ’s life (i.e. Paschal Mystery)).</p>	
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Guiding Questions (coming out of the Big Idea)	
<p>Big Idea:</p> <ul style="list-style-type: none"> • What are the specific components of the Liturgy? • What does “The Body of Christ Mean?” • What is “The Cup of Blood”? • What do the specific colours of the garments worn by a priest represent? • What specific symbols and rituals form our faith? (e.g. which are present during any Mass) <p>Scripture Passage:</p> <ul style="list-style-type: none"> • “The Last Supper” (Luke 22 1-38) 	

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"> • Learn about The Mass of the Lord’s Supper (Holy Thursday Liturgy) and about the symbols of Lent and the symbols used during Mass throughout the year. <p>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.</p>	

INSTRUCTIONAL COMPONENTS AND CONTEXT	
<p>Terminology:</p> <p>“After taking the cup, He gave thanks and said:</p> <ul style="list-style-type: none"> - ‘Take this and divide it among you. For I tell you I will not drink again of the fruit of the vine until the kingdom of God comes.’” <p>“And He took bread, gave thanks and broke it, and gave it to them, saying:</p> <ul style="list-style-type: none"> - ‘This is my body given for you; do this in remembrance of me.’” <p>“In the same way, after the supper He took the cup, saying:</p> <ul style="list-style-type: none"> - ‘This cup is the new covenant in my blood, which is poured out for you. But the hand of him who is going to betray me is with mine on the table. The Son of Man will go as it has been decreed, but woe to that man who betrays him.’” 	<p>Materials:</p> <ul style="list-style-type: none"> - Student bibles or electronic devices and use of the following link for students: - “Bible for Catholics” By Greg Fairbrother on the Apple App Store. - iPads or Tablets for use of the free app audio voice recording. - Audio Memo App information (<i>See Appendix 1</i>) - Worksheets for activity centres (<i>See Appendix 2</i>) - Opening and Closing prayers (<i>See Appendix 3</i>) - Reflection on Liturgy (<i>See Appendix 4</i>) <p>Internet Resources:</p> <ul style="list-style-type: none"> - “The Easter Triduum” Video YouTube Link: https://www.youtube.com/watch?v=Yfc_EHNHBLI <p>Links:</p> <ul style="list-style-type: none"> - Teaching the Mass with Narration: https://www.youtube.com/watch?v=H5nzAxPY0Wo - The Order of Mass: http://catholic-resources.org/ChurchDocs/Mass.htm - Outline of Roman Catholic Mass: http://smcaustin.org/outline-of-the-roman-catholic-mass - The Eucharist - The Body of Christ: http://catholicmom.com/2015/04/02/the-eucharist-the-body-of-christ/ - The Purpose of the Homily: http://clarionherald.info/clarion/index.php/special-sections/year-of-renewal-the-mass/918-what-is-the-purpose-of-the-homily-at-sunday-mass - Symbols of the Roman Catholic Church: http://www.parishes.bne.catholic.net.au/maryborough/symbols.htm - Religious Symbols for Catholics: http://www.iccreligiouseducation.com/catholic_symbols.cfm - Together at One Altar: http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=36

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MINDS ON

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

5 minute rotations x 5 groups = 25 minutes + 10 minute Consolidation

Using the strategy called “**Numbered Heads**” (see below on this page), students will be visiting each activity centre and exploring the symbols used during a Liturgy and discussing their answers to the prompts below.

Students will record their answers to the Activity Centre prompts below using the free App called **Audio Memos** (see Appendix 1). An iPad will be provided at each Activity Centre. An alternative to using the iPad would be for students to add comments to a Google document that the teacher has provided. These comments would be added after each group rotation. It is recommended that each group has a student called the “recorder” who will either type in their responses, or speak for the audio recording.

Students will be numbered from 1-5 according to the number of Activity Centres. All of the 1’s will go to Activity Centre #1, the 2’s will go to Activity Centre #2, the 3’s will go to Activity Centre #3, the 4’s will go to Activity Centre #4 and finally the 5’s will go to Activity Centre #5.

Numbered Heads strategy:

Description

“Numbered heads is a structure whereby students are organized into collaborative groups and number off (for example, student number 1, student number 2, student number 3, student number 4). The teacher poses a problem and sets a time limit for each group to investigate the problem. The teacher then calls a number, and the student with that number in each group responds. This strategy has a simple structure with a short timeframe and can be used at any point in a learning experience while talking as they work collectively to respond to the question and ensure that each member of the group understands the answer. Numbered heads is used as an alternative to whole-class question-and-answer and as a way to support all class members simultaneously in review or consolidation of learning.”

* **Note** - students will rotate with their group to next Activity Centre after teacher signal (e.g. a horn, a bell, a countdown). *

*See Appendix 2 for further details and worksheets for each centre.

*See links listed in Resources and on worksheets to help find answers to the questions.

Activity Centre # 1: (Appendix 2-(i))

1. What are the parts of any Mass?

(Introductory Rites, Liturgy of the Word, Liturgy of the Eucharist, Concluding Rite. There are many parts within each of these main parts.)

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	<p><u>Activity Centre # 2:</u> <i>(Appendix 2-(ii))</i></p> <ol style="list-style-type: none"> 1. What is The Body of Christ? 2. What is The Cup of Blood? 3. What does each mean? 4. What does each represent?
	<p><u>Activity Centre # 3 Type of Vestments worn at Mass:</u> <i>(Appendix 2-(iii))</i></p> <ol style="list-style-type: none"> 1. What is The Alb worn by the Priest? 2. What is Cincture worn by the Priest? 3. What does the Green Vestment worn by the Priest represent? 4. What does the White Vestment worn by the Priest represent? 5. What does the Purple Vestment worn by the Priest represent?
	<p><u>Activity Centre # 4: The Homily and Mass</u> <i>(Appendix 2-(iv))</i></p> <ol style="list-style-type: none"> 1. What is the homily? 2. Are there any particular differences between a Sunday Mass during ordinary time and during Holy Week?
	<p><u>Activity Centre # 5: The Liturgical Seasons</u> <i>(Appendix 2-(v))</i></p> <ol style="list-style-type: none"> 1. What are the similarities and differences between the procession and/or religious symbols used (e.g. decorations used for the altar) during Lent vs. Ordinary Time? 2. What do they represent? (i.e. what do they mean?)
	<p>Consolidation for Minds-On - 10 minutes</p> <p>Students should get an opportunity to share information found during activity centres. It would be a great opportunity to have informal discussion with their peers with a turn and talk scenario to share similarities and differences in what they learned (i.e., students discuss orally with those who are seated to the right or to the left of them who were not in their activity groupings).</p> <p>Discussion Description</p> <p>Ontario Curriculum Unit Planner quoted from the Ontario Ministry of Education and Training pg. 54: "Discussion is purposeful talk through which students explore thinking, respond to ideas, process information, and articulate their thoughts in verbal exchanges with peers and teachers. Discussion is used to promote and clarify understanding of concepts, ideas, and information in all subject areas. It places the emphasis on students talking and listening to each other. Students use discussion to make connections between ideas and experience and to reflect on a variety of meanings and interpretations of texts, experiences, and phenomena."</p>

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ACTION

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

75 minutes

If possible, arrange for the priest to lead a 'Teaching Mass' in the local church.

**Remind students to be respectful when in the House of God*.*

If it is not possible to visit the church, the teacher can lead a Teaching Liturgy in the classroom to explain the parts of the Mass and to focus on the Symbols of the Mass.

In this activity, students will experience the teaching strategy of the **"Ceremony"** by listening to, and participating in a Liturgy - Ontario Curriculum Unit Planner pg. 23:

"Ceremony is the use of ritualistic and stylistic conventions and practices to depict unique and distinguishing features of historical or social traditions of a culture. Ceremony imposes a formal structure often with prescribed traditional movements, costumes or artifacts. Innovative use of ceremony can provide opportunities for students to demonstrate creative expression in dance and drama" (Ontario Ministry of Education)

Prayers and Gospel reading for "Teaching Liturgy" (see Appendix # 3a & b)

If you are not confident in leading the teaching liturgy, you may use the link titled: **"Teaching the Mass" with Narration.**

Discuss and explain responses that are used in the Mass.

Pause to allow discussion of student responses from each Activity Centre visited during the "Minds On" Activity. An assigned student can share the information recorded by each group. Discuss and explain particular religious symbols (e.g. colour used on the altar) highlighting the differences between a Mass in Ordinary Time vs. a Lenten Mass.

CONSOLIDATION

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

15 minutes

Have students complete the Reflection on Liturgy (See Appendix #4)

**Differentiated instruction: Students may use Audio Memo or other assistive technology to complete this reflection.*

When students are finished, the teacher will invite participation from students with the whole class to gain a good understanding of what students understood about the symbols and about what they liked and/or what they want to learn more about.

	CONTINUED LEARNING OPPORTUNITIES
	<p>Further extensions to this lesson might include:</p> <ul style="list-style-type: none">• Invite another class to share in the celebration of the Eucharist with unleavened bread and grape juice. <p>Instructions for making unleavened bread:</p> <p>Ingredients: 3 cups of all-purpose flour 2 tablespoons of butter or cooking oil 3 large eggs 1/2 cup of water or milk 1 teaspoon of salt</p> <p>Directions:</p> <ol style="list-style-type: none">1. Combine the dry ingredients, flour and salt, into a mixing bowl and mix them together.2. Beat the oil and eggs together, then add this mixture to the aforementioned dry ingredient mixture.3. Add the milk, then beat the mixture for 2 to 3 minutes until it is smooth.4. Pour the batter into three greased 8 inch square baking pans.5. Bake at 450 degrees F for 20 minutes.6. Enjoy!

APPENDIX 1

Audio Memo App

Students are to choose a “Student Recorder” who will either record the audio, type in responses on a Google document or complete the worksheet below for each activity centre.

Description of the Free App from the App store called Audio Memos

“Audio Memos is a voice recorder for the iPhone and iPad. What you'll really like about Audio Memos, is that you can actually HEAR your recordings (try it and compare; you'll hear what we mean). It's also easy to use, with a simple and intuitive interface. Yet with many advanced features as volume boost, volume normalizing, editing of recordings and more. Most of these features are exclusive to this program, which makes it one of the most advanced recorders.”
(Apple - Audio Memo App).



APPENDIX 2 - (i)

Activity Centre # 1:

Group Members: _____

Date: _____

Record your thoughts first in writing (by the student designated as the “recorder”) and then record it on the Audio Memo app or on a Google document.

1) What are the parts of any Mass? (e.g. Beginning - Father walks to the Altar with procession, Liturgy of the word...).

Internet resources to help you find answers to the above questions:

The Order of Mass: <http://catholic-resources.org/ChurchDocs/Mass.htm>

Outline of Roman Catholic Mass: <http://smcaustin.org/outline-of-the-roman-catholic-mass>

APPENDIX 2 - (ii)

Activity Centre # 2:

Group Members: _____

Date: _____

Record your thoughts first in writing (by the student designated as the “recorder”) and then record it on the Audio Memo app or on a Google document.

1) What is The Body of Christ?

2. What is The Cup of Blood?

3. What does each mean?

4. What does each represent?

Internet Resource to help you find answers to the above questions:

The Eucharist - The Body of Christ: <http://catholicmom.com/2015/04/02/the-eucharist-the-body-of-christ/>

APPENDIX 2 - (iii)

Activity Centre # 3

Type of Vestments Worn at Mass

Group Members: _____

Date: _____

Record your thoughts first in writing (by the student designated as the “recorder”) and then record it on the Audio Memo app or on a Google document.

1. What is The Alb worn by the Priest?

2. What is Cincture worn by the Priest?

3. What does the Green Vestment worn by the Priest represent?

4. What does the White Vestment worn by the Priest represent?

5. What does the Purple Vestment worn by the Priest represent?

Internet Resources to help you find answers to the above questions:

Teaching the Mass with Narration: <https://www.youtube.com/watch?v=H5nzAxPY0Wo>

APPENDIX 2 - (iv)

Activity Centre # 4

Differences/Similarities with the Mass in different Liturgical Seasons.

Group Members: _____

Date: _____

Record your thoughts, first in writing (by the student designated as the “recorder”) and then record it on the Audio Memo app or on a Google document.

1. What is the homily?

2. Are there any particular differences between a regular Mass during Ordinary Time and during Holy Week?

Internet Resources to help you find answers to the above questions:

Teaching the Mass with Narration: <https://www.youtube.com/watch?v=H5nzAxPY0Wo>

The Purpose of the Homily: <http://clarionherald.info/clarion/index.php/special-sections/year-of-renewal-the-mass/918-what-is-the-purpose-of-the-homily-at-sunday-mass>

APPENDIX 2 - (v)

Activity Centre # 5

Differences/Similarities in Procession in different times throughout the year.

Group Members: _____ **Date:** _____

Record your thoughts first in writing (by the student designated as the “recorder”) and then record it on the Audio Memo app or on a Google document or written by hand.

1. What are the similarities and differences between the procession and/or religious symbols used (e.g. decorations used for the altar) during Lent/Easter vs. Ordinary Time?

2. What do they represent? (i.e. What do they mean?)

Internet Resources to help you find answers to the above questions:

Symbols of the Roman Catholic Church:

<http://www.parishes.bne.catholic.net.au/maryborough/symbols.htm>

Religious Symbols for Catholics:

http://www.iccreligiouseducation.com/catholic_symbols.cfm

Together at One Altar:

<http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=36>

APPENDIX 3-a

Gospel Reading for “Teaching Liturgy”

Liturgy of the Lord’s Supper

Adapted from John 14:25-31

“I have said these things to you while I am still with you. But the Advocate, the Holy Spirit, who the Father will send in my name, will teach you everything, and remind you of all that I have said to you. Peace I leave with you; my peace I give to you. I do not give to you as the world gives. Do not let your hearts be troubled, and do not let them be afraid. You heard me say to you. ‘I am going away, and I am coming to you.’ If you loved me, you would rejoice that I am going to the Father, because the Father is greater than I. And now I have told you this before it occurs, so that when it does occur, you may believe. I will no longer talk much with you for the ruler of this world is coming. He has no power over me, but I do as the Father has commanded me, so that the world may know that I love the Father. Rise, let us be on our way” John 14: 25-31

Opening Prayer:

“Let us begin today’s prayer with a sign of our faith: In the name of the Father, the Son and the Holy Spirit. Amen

Let us pray; Lord as we prepare to enter the mystery of three most holy days, we ask that you illuminate our minds and hearts with hope and promise of Christ’s passion, death and resurrection. Give us eyes to see Him in the breaking of the bread and hearts that reach out to Him in service to one another. We ask you this through Christ our Lord”. Amen

APPENDIX 3-b

Closing Prayer for “Teaching Liturgy”

Closing Prayer:

We begin with the sign of our faith:

In the Name of the Father, the Son and the Holy Spirit. Amen.

Lord, we thank You for the gift of Your son.

May our entry into the mysteries of His life, death, and resurrection
give us the confidence to live with unshakeable faith
in Your faithful and abiding Love.

We make this prayer to You in His name. Amen.

And may Almighty God bless us: Father, Son and Holy Spirit. Amen.

www.catholic.org/prayers/prayer.php?p=216

(This link has a digital reading of the Our Father.)

APPENDIX 4

Reflection on Liturgy

Name: _____ Date: _____

1. Which activity centre did you enjoy the most? Explain why.

2. Explain two new findings - More specifically the symbols - that are used during Holy Week that you learned during the "Teaching Liturgy". What do these symbols mean/represent?

3. What are some recommendations that you would give to your teacher so that students can learn more about Holy Thursday and the Lenten Liturgies?

OR

What would you like to explore more? (e.g. *I would like to focus on how incense is made and what it is used for*).
