

THOUGH MANY, WE ARE ONE

UNIT 5b

On the Lenten Journey to Holy Week

Lesson 6

The Meaning of Good Friday

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Lesson Overview

Students will understand the meaning of Good Friday through The Passion Narrative, scriptures and through performing a bibliodrama.

Duration: 80-120 Minutes (2-3 periods)

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. 5 - CL3: Understand that the Liturgical year celebrates both the mysteries of Christ's life and memorial celebrations for the saints who are examples to us of Christ.

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 - CL3.1: Make connections between the Church's Liturgy of the Word (i.e. Gospel) celebrated during Lent and Easter and the themes of reconciliation and salvation (e.g. Repentance, forgiveness, restitution,

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
Solidarity

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

CGE1j: recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)

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 contributions of self and others

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<p>hope and justice).</p> <p>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)</p> <p>Gr. 6 - CL3.1: Make connections between the Church's Liturgy of the Word (i.e. Gospel) celebrated during Lent and Easter and the themes of reconciliation and salvation (e.g. Repentance, forgiveness, restitution, hope and justice).</p> <p>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, Scripture Readings; through sacramentals - incense, water, oils, cross).</p> <p>Gr. 6 - ML2.1: Examine a selection of Scripture passages and summarize what Jesus taught his disciples to help form their conscience (live in accordance with God's will - Matt. 5-7: Beatitudes, Sermon on the Mount; instructions on becoming a disciple and servant - Matt. 25: Thy will be done - the Garden of Gethsemane: Matt. 26:36-46).</p>	<p>CGE7c: seeks and grants forgiveness</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 all of the events leading up to Jesus' crucifixion, death and resurrection? • What is a bibliodrama? • Why do people use the term "The Passion"?

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Scripture Passages:

- Mark 14:32-52 Gethsemane
- Matthew 26:47-56 The Betrayal and Arrest of Jesus.
- Matthew 26: 57-68 The Sanhedrin
- John 18:28-40 Jesus before Pilate
- John 19:1-16 Scourged & Condemned
- John 19:17-22 Jesus bears his cross
- John 19:23-27 The women at the cross
- John 19:28-30 Jesus dies on the cross
- Luke 23:32-43 Crucified as King
- Luke 23:44-49 Jesus' death
- Luke 23:50-56 Jesus' burial

LEARNING GOALS

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

- Highlight The Passion of Christ and his death in understanding the meaning of Good Friday.

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.

INSTRUCTIONAL COMPONENTS AND CONTEXT

Terminology:

- The Passion of Christ
- Betrayal Trial
- The Sanhedrin
- The High Priests
- Pontius Pilate
- Scourging
- Crucifixion

Materials:

- Chart Paper, Markers, Copy of Scripture (optional).

Resources:

- Bibles
- Bibliodrama template sheet (*See Appendix 1*)
- Teacher Feedback Sheet (*See Appendix 2a*)
- Description of Learning Log (*See Appendix 2b*)
- Learning Log (*See Appendix 3*)

Internet Resources:

- **Prayers for Good Friday:**
- <http://godspace-msa.com/2012/03/28/good-friday-prayer-2012/>
- <http://www.catholic.org/prayers/prayer.php?p=816>

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	<p>http://www.catholic.org/prayers/prayer.php?p=1224</p> <ul style="list-style-type: none"> - The Passion of Jesus according to John: http://oremus.org/liturgy/lhwe/john.html - Bibliodrama foreword by Peter Pitzele http://www.bibliodrama.com/what-is-bibliodrama - Teen Song of Mark - Presentation of the Passion https://www.youtube.com/watch?v=tp2g_9wea9I
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	<p>MINDS ON</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning
	<p>20 minutes</p> <p>Begin with a Prayer for Good Friday (<i>See Resource links for suggestions</i>)</p> <p>Group Scripture Analysis: Organize students into 5 groups of 3-4 per group.</p> <p>Have students read and discuss the meaning of each scripture passage from Good Friday. Students can record their ideas on chart paper.</p> <ul style="list-style-type: none"> • Group # 1: Scripture = Mark 14:32-52 Gethsemane, Matthew 26:47-56 The Betrayal and Arrest of Jesus. • Group # 2: Scripture = Matthew 26: 57-68 The Sanhedrin, John 18:28-40 Jesus before Pilate • Group # 3: Scripture = John 19:1-16 Scourged & Condemned, John 19:17-22 Jesus bears his cross, • Group # 4: Scripture = John 19:17 Mary Meets Jesus, Luke 23:26 Simon helps Jesus • Group #5: Scripture = Luke 23:32-43 Crucified as King, Luke 23:44-49, Jesus' death, Luke 23:50-56 Jesus' burial
	<p>Discussion: Minds On Activity - 10 minutes</p> <p>Have students lead an informal discussion with their peers with a turn and talk scenario to share what they had found during the group activity with students from other groups.</p> <p>Discussion Strategy 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)

40 - 80 minutes

Using a whole group discussion format, the teacher will go through the students' charts (created in the Minds On Activity) and will use a "Highlights Summary" strategy. In this strategy the teacher uses different colours of highlighters to highlight important information from the scripture passages writing directly on the students' charts while discussing them with the class. (About 10 minutes)

Next, students will work on a **Bibliodrama** (<http://www.bibliodrama.com/what-is-bibliodrama>).

"Bibliodrama...is a form of role playing or improvisational theatre using Bible stories (Peter Pitzele from the bibliodrama website) of The Passion."

(See Appendix 1 for a student template on the bibliodrama).

Criteria for the Bibliodrama:

Goal: Students will learn about Good Friday by completing a biblical reenactment of the passage selected.

- Students will remain in the same groupings (3-4 students) as in the *Minds On Activity*.
- Students will use the same scripture passages that they discussed and read during the *Minds On Activity*.
- Students will act through a bibliodrama regarding the specifics of the scripture passages.

***Notes for students:**

- Decide who is going to play which characters.
- Rehearse your parts so that the bibliodrama runs smoothly.
- Be ready to share these bibliodrama with the rest of the class during the whole class presentations.

Here is an example of a script for the bibliodrama for a **Good Friday Production**:

<http://oremus.org/liturgy/lhwe/john.html>

See Appendix 2a for a **Teacher Feedback** sheet to be used while students are working on their group work on the bibliodrama activity.

***Note: It may be beneficial for students to see a formal production of the Passion*

https://www.youtube.com/watch?v=tp2q_9wea9I (begins about 10 minutes into the video).

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CONSOLIDATION

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

20 minutes

Students will share their bibliodramas with the rest of the class in using a **round table discussion format** (*see below*). The goal is to highlight important information from what students have learned for Good Friday.

Teacher will complete a **Teacher Feedback/Evaluation Sheet** (*See Appendix 2a*). Once students present their bibliodrama reenactment to the class, they will complete a Learning Log (*See Appendix 3 for a learning log template and Appendix 2b for further explanation*).

Round Table Discussion Format

Description from the Ontario Ministry of Education and Training Curriculum Unit Planner
“Round table is an information-sharing strategy that is used to generate multiple answers to a question posed by the teacher. Students respond in writing to a question that requires factual answers rather than conceptual or controversial responses. In sequential round table, one piece of paper is circulated and students add information that answers the question as it comes to them. In a simultaneous round table, each student responds on a separate piece of paper. At the end of both writing activities, the students present their answers to the class. This strategy encourages students to take turns, listen actively to peers, and add information to build on the ideas of others. In the next step in the strategy, students can develop categories about the topic and organize their answers into the appropriate categories.”

To close, lead the students in a Closing Prayer for **Good Friday**.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Give students time to plan and present “**The Passion of Jesus**” play.
- Invite other students from other classes to generate interest.
- Plan this well in advance as it may take weeks or months for this production. You could form a cooperative club where students collaborate at lunch and afterschool to rehearse and prepare for the play.

APPENDIX 1

Bibliodrama Template Sheet for Group Work

Group Members: _____

Biblical Passage selected: _____

- 1) Mark 14:32-52 Gethsemane, Matthew 26:47-56 The Betrayal and Arrest of Jesus.
OR
- 2) Matthew 26: 57-68 The Sanhedrin, John 18:28-40 Jesus before Pilate
OR
- 3) John 19:1-16 Scourged & Condemned, John 19:17-22 Jesus bears his cross
OR
- 4) John 19:17 Mary Meets Jesus, Luke 23:26 Simon helps Jesus
OR
- 5) Luke 23:32-43 Crucified as King, Luke 23:44-49, Jesus' death, Luke 23:50-56 Jesus' burial

Explanation of a Bibliodrama:

"Bibliodrama...is a form of role playing or improvisational theatre using Bible stories"
(Peter Pitzele from the bibilodrama website) of The Passion."

Criteria for BiblioDrama:

Goal: Students will learn about Good Friday by completing a biblical reenactment of the passage selected.

Criteria:

- Students will remain in the same groupings (3-4 students) as in the Minds-On Activity.
- Students will continue the same scripture passage that they discussed and read during the Minds-On activity and will further it by reenacting a bibliodrama regarding the specifics of this passage.
- Decide who is going to play which characters.

Complete the template to help you with your planning:

Student's Name: _____

Role(s) and Character(s) Chosen: _____

Student's Name: _____

Role(s) and Character(s) Chosen: _____

Student's Name: _____

Role(s) and Character(s) Chosen: _____

Student's Name: _____

Role(s) and Character(s) Chosen: _____

APPENDIX 2a

Teacher Feedback and Criteria Sheet for BiblioDrama

Concept: Reenactment of Scripture Passage regarding Good Friday

Look-Fors in achieving bibliodrama from the activity:

Religious Vocabulary, acting skills, accurate use of information from the scripture passages regarding Good Friday.

Teacher's Notes:

Learning Skills (Work Habits): _____

Look-Fors:

**Group Work Skills
(On Task, works effectively as a team member, respects the ideas of others).**

Teacher's Notes:

APPENDIX 2b

Learning Log

After students have presented their activity, they will go back to their seats to complete a reflective independent learning log.

Here is a description from the Ontario Ministry of Education and Training:

“The learning log/journal is a sustained, written reflection on the process and content of learning. Learning logs/journals require regular entries, but may be used at different points in a unit or topic (at the beginning of a lesson to focus learning and make connections to previous lessons, or during the lesson to consolidate learning and ensure understanding). They can be used to record observations (for instance, monitoring plant growth, recalling classroom discussions), to track learning through independent study, and to assess progress and attitude to learning. Learning logs require the reflective participation of the student. The teacher may respond to student reflections orally or in writing, in both formal and informal ways.” (Ontario Curriculum Unit Planner - Queens Printer).

APPENDIX 3

Learning Log for Good Friday Activity

Name: _____ Date: _____

- 1) Using the bible passage that you studied from Good Friday, write a 1 paragraph summary regarding the specifics of its meaning.

- 2) Write about two events that you enjoyed from the bibliodrama activity (e.g. either from your groups' presentation or from a peers' presentation).

- 3) In your own words, reflect on the *Big Idea* of Good Friday. What is Good Friday?
