

# **THOUGH MANY, WE ARE ONE**

## **UNIT 6**

## **CHRIST IS RISEN**

### **Lesson 10**

### **The Shroud of Turin**

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### Christ Is Risen

#### The Shroud of Turin

##### Lesson Overview

Students learn about, and examine the Shroud of Turin. Connections are made between the mystery of the resurrection and the possibility that the shroud may or may not represent physical evidence of this.

**Duration:** 40 - 60 min.

#### CURRICULUM CONNECTIONS

##### Religious Education:

**Gr.4 BL2:** Demonstrate an understanding of the resurrection of the body and life everlasting

**Gr.5 BL1:** Demonstrate an understanding of the important role of the Church in handing on Divine Revelation

**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)

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

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

Call to Family, Community and Participation

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

A Discerning Believer Formed in the Catholic Faith Community Who:

**CGE1a:** Illustrates a basic understanding of the saving story of our Christian Faith

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

##### Big Idea:

- Jesus' resurrection is the central event of our Christian Faith
- Jesus' resurrection is both historical, as witnessed through the testimony of Jesus' disciples and a mystery understood through the recognition of Jesus' divinity

##### Scripture Passages:

- John 20:3 – 7

## Though Many, We Are One - Religious Education for Combined Junior Grades

### LEARNING GOALS

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

- know about the Shroud of Turin
- what might the Shroud tell us about Jesus' death and resurrection

**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:

- Burial cloth
- Shroud
- Turin
- Relic: A part of a deceased holy person's body or belongings kept as an object of reverence

#### Materials:

- Bibles

#### Resources:

### MINDS ON

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

Read John 20:3 - 7

Opening: In the cathedral in Turin, Italy a holy relic is housed and it is believed to be the cloth Jesus' body was wrapped in at his burial. The cloth has been examined by scientists on many occasions but it has never been decisively concluded whether it is real or not.

The cloth depicts the body of a man who has suffered a brutal death. The wounds on the body reflect the wounds Jesus suffered during his arrest and crucifixion as they are accounted in the Gospel. One of unresolved mysteries of the Shroud is how the image came to be placed on the linen cloth.

**\*FYI**

***The Vatican takes no official position on the shroud's authenticity, although it encourages the faithful to venerate it as a symbol of Christ's suffering. As Pope John Paul II put it in 1998, "The Church entrusts to scientists the task of continuing to investigate."***

<http://news.nationalgeographic.com/2015/04/150417-shroud-turin-relics-jesus-catholic-church-religion-science/>

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### ACTION

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

1. Using the Smart Board display <http://shroud4kids.com/>.
2. Open the slide display “*Here is the Story*”.
3. Invite student volunteers to read the captions, pausing to explain vocabulary and answer questions as needed.
4. After the slide show ask students to recall other instances of the mysterious in Jesus’ life (circumstances of His birth, the miracles He performed).

### CONSOLIDATION

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

Students will write an entry in their Religion notebooks or prayer journals using the following prompt:

***The Shroud is a mystery. We may never understand how it came to be, but it provides us with a connection to Christ’s suffering and the mystery of the resurrection.***

*\*Differentiated instruction: Students may use assistive technology or a scribe as needed.*

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Invite students to further research the shroud through the above mentioned website and also <https://www.shroud.com/>
- Students may wish to research the Sudarium of Oviedo
- Students may also wish to investigate the scientific methods used in the examination of the shroud and to consider the measures needed to protect the ancient cloth of the shroud while it is investigated by scientists