

THOUGH MANY, WE ARE ONE

UNIT 6

CHRIST IS RISEN

Lesson 17

Stations of the Resurrection

Unit 6 Lesson 17

Christ Is Risen

Stations of the Resurrection

Lesson Overview

Students practice and share the Stations of the Resurrection using tableaux.

Duration: 120 – 160 minutes

CURRICULUM CONNECTIONS

Religious Education:

Gr.4 CL 3.3: Distinguish between ‘sacramentals’ and ‘sacraments’ and use symbols, words, gesture, prayer and music as sacramentals in the creation of a sacred space and ritual celebrations that focus on the seasons of the liturgical year

Gr.5 CL3.2: Name the images and symbols associated with Holy Thursday and Pentecost (e.g. sacred oils, bread and wine, foot washing, wind and tongues of fire) and explain what they convey and how their meaning deepen our Christian faith and guides our life of witness and service

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)

Language:

Grade 4, 5, 6, Oral Communication

2.3: communicate in a clear and coherent manner, presenting ideas and information in a readily understandable form

2.5: identify some vocal effects, including tone, pace, pitch, volume, and a variety of

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

CGE1c: Actively reflects on God’s word as communicated through the Hebrew and Christian scriptures

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

CGE5a: Works effectively as an interdependent team member

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

<p>sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning</p> <p>Arts – Drama (Grades 4,5,6) B1. Overall Expectation Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories</p> <p>B1.1: engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times and places</p>	
---	--

GUIDING QUESTIONS (coming out of the Big Idea)	
Big Idea:	<ul style="list-style-type: none">• Consolidate learning about the Easter Season from the past weeks.• We remember and celebrate Pentecost as the foundation of our church and as a promise fulfilled by God.
Scripture Passages:	<ul style="list-style-type: none">• see Via Lucis (Way of Light) http://www.catholicnewsagency.com/resources/liturgy/easter-season/via-lucis-way-of-the-light/

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">• extend their understanding of the events of Easter and Pentecost• participate in a liturgy based on the Stations of the Resurrection <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> <ul style="list-style-type: none"> - Tableau: a group of models or motionless figures representing a scene from a story or from history (plural: tableaux) - Sacrament: The sacraments are Christ's own gift that provide us with His grace. They are the divine helps which God gives us to enable us to: <ul style="list-style-type: none"> - Believe the truths of His faith - Live according to His moral code - Grow in His gift of divine life - Sacramentals: Objects or actions that are sacred signs instituted by the Church. They help prepare us to receive the grace of the sacraments and sanctify different circumstances of life. (e.g. holy water, the sign of the cross, blessings) 	<p>Materials:</p> <ul style="list-style-type: none"> - Copies of Stations of Resurrection (see link below) - optional costumes, props <p>Resources:</p> <ul style="list-style-type: none"> - Via Lucis (Way of Light) http://www.catholicnewsagency.com/resources/liturgy/easter-season/via-lucis-way-of-the-light/ - Songs: <ul style="list-style-type: none"> - Sons and Daughters - Catholic Book of Worship III #404 https://www.youtube.com/watch?v=3Jo0sVwTAB0 or - The Celtic Alleluia - Catholic Book of Worship III #549 https://www.youtube.com/watch?v=UoaZq5eorpo or - The Light of Christ - Catholic Book of Worship III #394 https://www.youtube.com/watch?v=jbLHOA6mRKk or - Alleluia, Give Thanks to the Risen Lord - Catholic Book of Worship III #383 https://www.youtube.com/watch?v=2U1MuOCHon4

MINDS ON	
<ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning 	
<ol style="list-style-type: none"> 1. Briefly review tableaux with students by asking them to reflect on and share their experience with the Stations of the Cross before Easter. 2. Tell students they are going to prepare a prayer service to celebrate the season of Easter. 3. Explain the difference between "Sacrament" and "Sacramental". Ask students what the Sacraments of the Catholic Church are. <i>Baptism, Confirmation, Holy Communion, Confession, Marriage, Holy Orders, and the Anointing of the Sick.</i> Share the definitions 	

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

provided. Explain to them that the Stations of the Cross and the Stations of the Resurrection are sacramental liturgies.

4. Organize 2 students as readers for each station. Distribute copies of the Via Lucia and have each pair read over the scripture reflection and prayer for their station. Ask them to restate to the class the main idea of the scripture passage and what is being asked in the prayer.

Have the group read through the script so all will understand how the Stations go together. This is a good time to review appropriate volume and use of expression when addressing a large group. It's also a good time to go over vocabulary and pronunciation to ensure students are confident in their reading.

ACTION

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

1. You may wish to invite another junior class to join you in preparing the prayer service – this should be done well in advance so they can also go through the lessons of this unit for optimal understanding. If more than one class participates you will require a larger venue than your classroom, so consider other larger spaces (gym, library) and, schedule ahead of time so they are available.
2. You may wish to invite guests (parents/ other classes, administration) to attend. Ensure there is room/chairs for guests. Consider doing this early (about one week in advance) so you can give guests time to make arrangements to attend.
3. Organize students (including readers) into groups of 4 or 5 and assign them a station (If only one class is involved, some groups may need to prepare more than one station). Transitions will be smoother if readers do not participate in the tableaux they are responsible for reading – assign them as participants in another tableau.
4. The “All” sections at the beginning and end of each station are the verses of “O Sons and Daughters” (see resources) which can be sung (singing is almost always better). You may wish to substitute the whole song (divided up for each station) or the refrain of another familiar Easter hymn (some suggestions are listed in the resources). It's important to take some time to practice the singing to ensure students are comfortable and confident.
5. Give students a class period to prepare the tableaux.
6. Organize the space for the prayer service. Two options for presentation are:
 - Have students present at the front of the room, or on a stage
 - In a larger space, like the gym, organize each station around the perimeter and have the audience in the middle. In a larger space, you should seriously consider using microphones for the readers since student voices are rarely loud enough to be heard. If you choose to have the stations organized around the perimeter, consider using a spot

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

	<p>light as each group presents. An overhead projector, with a circle cut out of construction paper laid on the top works pretty well if an actual spotlight isn't available. With this option you will need to assign a student or teacher to run the spotlight.</p> <ul style="list-style-type: none">• <i>*If you're using a larger space it's probably a good idea to rehearse at least once in the space, so students are aware of how it will all work. Again, don't forget to book this ahead of time.</i>
	CONSOLIDATION <ul style="list-style-type: none">• Providing opportunities for consolidation and reflection• Helping students demonstrate what they have learned <p>Celebrate the Stations of the Resurrection:</p> <p>Afterwards, allow students a chance to share their reflections on the experience and their understanding of the Easter Season and to ask questions.</p>
	CONTINUED LEARNING OPPORTUNITIES
	<p>Further extensions to this lesson might include:</p> <ul style="list-style-type: none">• Reflection on the prayer service• Opportunities to talk about connections with the Holy Spirit