

# **THOUGH MANY, WE ARE ONE**

## **UNIT 6**

### **CHRIST IS RISEN**

#### **Lesson 11**

**Thomas the Apostle**

## Unit 6 Lesson 11

### Christ Is Risen

#### Thomas the Apostle

##### Lesson Overview

Thomas expressed doubt about Christ's resurrection and would not believe it until he had proof. In our lives we also look for evidence/proof - "To obey (from the Latin ob-audire, to "hear or listen to") in faith is to submit freely to the word that has been heard, because its truth is guaranteed by God, who is Truth itself." *Catholic Catechism 144*

**Duration:** 80 - 120 minutes

#### CURRICULUM CONNECTIONS

##### Religious Education:

**Gr.4 BL1:** Demonstrate an understanding of the Transmission of Divine Revelation in history (i.e. Sacred Scripture and Tradition) and why the Gospels hold a special place in the Church. [CCC nos. 74-141]

**CL 2.2:** Identify through the passages of Scripture the gifts received by those who came to recognize the presence of Christ and who sought out an encounter with Him

**Gr.5 BL 3.1:** Identify and examine a selection of the scripture passages in the New Testament which reveal the divinity of Jesus (e.g. Epiphany, miracles, transfiguration, resurrection) and explain using examples, how images, signs and symbols in the Liturgical year convey this important truth of faith for Christians.

**Gr. 6 BL1:** Demonstrate an understanding of the Church's teaching on how the human person comes to know and believe in God (from the created world through the natural light 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:

**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

An Effective Communicator:

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

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<p>reason, through God’s self-revelation in Sacred Scripture and through the handing-on of the faith by the Church)</p> <p><b>BL2:</b> 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><b>Language: Grades 4,5,6</b></p> <p><b>Reading Overall Expectation 1:</b> Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p> <p><b>1.1:</b> read a variety of texts from diverse cultures, including literary texts..., graphic texts..., and informational texts...</p>	
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<b>GUIDING QUESTIONS (coming out of the Big Idea)</b>	
<b>Big Idea:</b>	<ul style="list-style-type: none"><li>• As humans we look for proof, as Thomas does.</li><li>• As Christians our faith sustains our devotion to Christ. Why is faith important to our relationship with Jesus?</li></ul>
<b>Scripture Passages:</b>	<ul style="list-style-type: none"><li>• John 20: 19 – 29</li></ul>

<b>LEARNING GOALS</b>	
<p>At the end of this lesson, students will know, understand and/or be able to:</p> <ul style="list-style-type: none"><li>• understand the story of Thomas the Apostle as a reflection on Christian faith</li><li>• reflect on Catholic understanding of the nature of faith vs. our desire as humans for evidence and proof for our beliefs</li></ul>	
<p><b>Success Criteria</b>, 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>	

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INSTRUCTIONAL COMPONENTS AND CONTEXT	
<b>Terminology:</b> <ul style="list-style-type: none"> <li>- Faith</li> <li>- Belief</li> <li>- evidence</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Bibles</li> </ul> <b>Resources:</b>

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>Record answers on chart paper or the board. Ask the class:</p> <ul style="list-style-type: none"> <li>• What are some examples where we/people are asked for evidence or proof of something? (Math – prove solutions; Reading – evidence to support our comprehension of text; Science – hypotheses; Law – evidence at trial; etc.)</li> <li>• Can you think of examples when we know or believe something, but we have no concrete evidence to prove it? (Trust of friends/ family, loyalty, etc.)</li> <li>• Have you heard the phrase “doubting Thomas”? What do you think it means?</li> </ul> <p><b>Play 2 Truths and a Lie:</b></p> <p>Prepare 3 statements about yourself; one that is untrue and share them with the class. Have the students take turns guessing which one they think is untrue and why. Afterwards, ask them to prepare 3 statements in the same way. (It may be necessary to brainstorm some ideas for appropriate statements.) Allow a few minutes for them to think up their statements.</p> <p>Create small groups of 3 or 4 students and have them play the game. Bring the group together again to discuss why we believe some things, but doubt others.</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>Read scripture passage: John 20: 19 – 29</p> <ol style="list-style-type: none"> <li>1. Review text to ensure students have understood the content. Remind them of the phrase “doubting Thomas” and explain that this is where it originated.</li> <li>2. Say to the students: “Thomas was one of the disciples, someone who followed Jesus and was a witness to his death. He could not believe Jesus had actually risen until he saw for himself. Jesus tells Thomas: <b><i>‘Have you believed because you have seen me? Blessed are those who have not seen and yet have come to believe.’</i></b>”</li> <li>3. Ask students to consider: What message is Jesus giving to Thomas and to us?</li> <li>4. Students should understand: “Faith is to submit freely to the word that has been heard, because its truth is guaranteed by God, who is Truth itself.” <i>Catholic Catechism 144</i></li> </ol>	

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### CONSOLIDATION

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

Recite the Apostle's Creed, our testimony of faith.

- Each student will write a reflection about his/her understanding of faith as it is revealed in this Gospel story. (Allow class time for sharing and discussion.)

*\*Differentiated instruction: Some students may use assistive technology or a scribe.*

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Review the Gospel reading to note the changes in the physical being of Christ since the resurrection. That is – he is corporeal, Thomas is able to touch his wounds, but he appears in the room with the disciples even though it is locked.
- Make comparisons between this appearance of the Risen Christ and the Road to Emmaus lesson.