

# **THOUGH MANY, WE ARE ONE**

## **UNIT 5b**

### **On the Lenten Journey to Holy Week**

#### **Lesson 4**

#### **The Last Supper – Holy Thursday**

## Unit 5b Lesson 4

### On the Lenten Journey to Holy Week

#### The Last Supper – Holy Thursday

##### Lesson Overview-

In this lesson, students will listen to and reflect on the Scripture story of the Last Supper. The symbolism of the Passover meal will be analyzed through readings, discussion and role-play.

**Duration:** 2 periods / 80 minutes

#### CURRICULUM CONNECTIONS

**Religious Education:**  
**Fundamental Concept: LC1** Living in the Church as members of the Body of Christ.

**Big Ideas: Gr. 4 Big Idea:** The Church is the People of God, the Body of Christ and the Temple of the Holy Spirit.

**Gr. 4 - LC1.1:** Identify through selected scripture passages (Old and New Testament) the names, images and symbols of the Church which describe its origin, foundation and mission in the plan of God's salvation.

**Gr. 5 - CL1.1:** Identify and explain the significance of the Last Sacrament (i.e. Penance, Anointing of the Sick and Eucharist) in the Christian life.

**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).

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

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

Call to Family, Community, and Participation  
Solidarity

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

**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, others and creation through prayer and worship

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

**CGE3e:** adopts a holistic approach to life by integrating learning from various subject areas and experience

**CGE5e:** respects the rights, responsibilities and contributions of self and others.

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<p><b>Cross Curriculum Expectations</b></p> <p><b>The Arts – Drama:</b></p> <p><b>Gr. 4 - B1.1:</b> 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> <p><b>Gr. 5 Drama B1.1:</b> engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places (e.g., interview story characters who represent opposing views on an issue; use role play to explore social issues related to topics such as the environment, immigration, bullying, treaties, the rights and responsibilities of the child).</p> <p><b>Gr. 4/5/6 Overall Expectations for Language Arts:</b></p> <ol style="list-style-type: none"><li>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</li><li>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</li></ol>	
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GUIDING QUESTIONS (coming out of the Big Idea)	
<b>Big Idea:</b>	<ul style="list-style-type: none"><li>• What are the key events and messages from Jesus during the Last Supper?</li></ul>
<b>Scripture Passage:</b>	<ul style="list-style-type: none"><li>• “The Last Supper” (Luke 22:1-38)</li></ul>

LEARNING GOALS	
At the end of this lesson, students will know, understand and/or be able to:	
<ul style="list-style-type: none"><li>• engage in a role play of the Last Supper to deepen understanding of its importance</li></ul>	

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**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:

- Eucharist
- The Body of Christ
- The Passover
- Communion
- Mass
- Sacrifice
- Covenant of my Blood

#### Materials:

- Student bibles, or electronic devices with use of a Bible App such as “Bible for Catholics” By Greg Fairbrother
- Soft music to play in the background.
- Tableau reference sheet (*See Appendix 1*)
- Teacher Feedback Sheet (*See Appendix 2*)
- Peer Evaluation Sheet (*See Appendix 3*)

#### Internet Resources:

- “Easter Story Told Through Social Media” By Brian Dryfhout  
YouTube Link:  
[https://www.youtube.com/watch?v=\\_b7MvcsX6WI](https://www.youtube.com/watch?v=_b7MvcsX6WI)
- “The Last Supper” Video  
YouTube Link:  
<https://www.youtube.com/watch?v=FzuV3wt6J3I>
- “A Journey Through Lent” by Jennifer Holland  
YouTube Link:  
<https://www.youtube.com/watch?v=T3HnjLF5F4A>
- “Art and Bible” Website  
<http://www.artbible.info/art/last-supper.html>
- “The Our Father” (digital reading)  
[www.catholic.org/prayers/prayer.php?p=216](http://www.catholic.org/prayers/prayer.php?p=216)

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### MINDS ON

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

#### 10 – 15 Minutes

Using the Art and Bible website, <http://www.artbible.info/art/last-supper.html>, discuss the prompts using a Think/Pair/Share Strategy (*please see explanation below regarding the Think/Pair/Share Strategy*):

1. Do you know what the portrait represents?
2. If the Last Supper is mentioned, what is the actual meaning of the Last Supper?
3. During Holy Week, why is Thursday called Holy Thursday?
4. Who are the people sitting at the table with Jesus? Can you name the Apostles?

**Think/Pair/Share Strategy** p. 43 (Ontario Curriculum Unit Planner)

“Think/pair/share is a strategy whereby students think alone for a specified amount of time (wait time) in response to a question that the teacher poses, form pairs to discuss their ideas, and then share responses with the class. Think/pair/share is used to help students check their understanding during a learning experience and provide opportunities for practice or rehearsal. It provides a simple structure within a short timeframe for all students in the class to think and talk (e.g. to pose questions, to respond to an issue, to summarize or synthesize ideas).”

Play the clip of “**Easter Story Told Through Social Media**” By Brian Dryfhout.

<https://www.youtube.com/watch?v=b7MvcsX6WI>

After the clip is played, lead into the scripture readings of the Last Supper  
(*See Action part of this lesson*)

### ACTION

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

#### 50 minutes

##### Part #1 - 20 minutes

Read the Scripture Passage: “The Last Supper” (Luke 22:1-38) and have students use the **Sketching to Learn Strategy** (*Ontario Curriculum Unit Planner*).

“Sketching to learn is a strategy whereby students visually represent the ideas they hear, read or think about in pictorial/graphic form. Sketching to learn is used as a form of note making during story reading or reading of informational texts. It is often used to help students follow a listening, viewing or reading experience in order to process new and complex ideas or concepts.”

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

Discuss the Jewish tradition of the Passover (Seder) Meal with students. The teacher will focus on why this feast is so important as well as its symbolism (i.e. Jesus' final meal) during a whole class discussion. Encourage the students to share their Sketching to Learn note making as part of this discussion. This would be a way of connecting the activity to the whole class discussion.

To help students visualize what is being read, play the YouTube link on "The Last Supper" -

<https://www.youtube.com/watch?v=FzuV3wt6J3I> AND/OR

"A Journey Through Lent" by Jennifer Holland <https://www.youtube.com/watch?v=T3HnjLF5F4A>

### Part # 2 - 30 minutes

Students will now be introduced to the concept of **Tableau**. The teacher tells students about the elements of tableau (using different levels, interesting facial expression, remaining in character, and staying frozen for a set number of seconds).

The definition of Tableau by the Ontario Ministry of Education includes:

"Tableau is a purposeful arrangement of a group of people representing a moment frozen in time. Tableau may be used to explore sequence, plot development, characterization by arranging a number of tableaux in a series or to initiate or summarize discussion. Tableau is also used to access prior learning about a character, genre, text, current event, or historical event. A tableau shows the feeling of characters at a particular time and may reveal relationships between characters by promoting interpretation of text, character or a situation. Tableau provides a format for the development of collaborative group skills."

Students will use the biblical passage from Luke 22:1-38 to create their tableau.

The structure of the groupings will be as follows:

The class will need to be divided into half (depending how many students there are) where there are 13 students (12 apostles + Jesus) in each group. If there are more than 26 students in your class, you may want to go further into the biblical passage of Luke where Jesus is taken by the Roman Soldiers.

See the Student **Tableau Reference/Instruction Sheet** in **Appendix 1**.

Further in **Appendix 2**, there is a **Teacher Feedback Sheet** included for assessment during the tableau.

\*Differentiated Instruction: For students with specific learning needs in writing, it is recommended that they use Kurzweil to complete peer feedback.

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

	CONSOLIDATION
	<ul style="list-style-type: none"><li>• Providing opportunities for consolidation and reflection</li><li>• Helping students demonstrate what they have learned</li></ul>
	<p><b>10 - 15 minutes</b></p> <ul style="list-style-type: none"><li>• Groups will present their tableau to the rest of the class. Using the <b>Peer Evaluation Sheets</b> (See Appendix 3), students will evaluate the members of their group.</li><li>• Closing - Students should end with the Lord's Prayer, reciting it together as a class.</li></ul>

	CONTINUED LEARNING OPPORTUNITIES
	<p>Further extensions to this lesson might include:</p> <ul style="list-style-type: none"><li>• Creating decorations and costumes for the Last Supper production.</li><li>• Filming the tableau.</li><li>• Inviting other classes to watch the tableau after production is filmed.</li></ul>

## APPENDIX 1

### Tableau Reference/Instruction Sheet

#### Elements of Tableau

A tableau is a still image or a frozen picture that is performed. A tableau communicates without speaking a living representation of, in this case, *"The Last Supper"*. A tableau is like a still photo capturing a moment in time. The only difference is that it is not a photo, rather, you (the students) are taking the role of the camera. The Apostles' and Jesus' poses should suggest movement.

#### **Here are some tips for the Elements of Tableau:**

- **Exaggerated facial expressions** - The emotions of the characters are very obvious to the audience.
- **Self-control** - Characters remain silent and still for the tableau scene.
- **Transitions** - Characters move in sync, silently, and with ease, in and out of positions at the beginning and ending of the tableau. If there is pertinent music you would like to add, please speak to your teacher and the lights may be turned off if needed for effect.
- **Respectful disposition** - As this is sacred tradition of Passover, please ensure to be respectful when acting in role.

**Peer Evaluations:** Be ready for peer evaluations once completed.

Good Luck!



**APPENDIX 2**

Student's Name: \_\_\_\_\_

**Teacher Feedback Evaluation Sheet**

"CheckBric"

Name of Student being evaluated: \_\_\_\_\_

**\*\*\*\*\*Place a checkmark beside the appropriate evaluation criteria\*\*\*\*\***

**Participation**

Student has participated in an effective manner throughout the entire activity.

Always \_\_\_\_\_ Most of the time \_\_\_\_\_ Some of the time \_\_\_\_\_ Rarely \_\_\_\_\_

**Communication**

Student uses effective non-verbal communication during the tableau and has used effective communication skills with peers in planning stages for the tableau.

Always \_\_\_\_\_ Most of the time \_\_\_\_\_ Some of the time \_\_\_\_\_ Rarely \_\_\_\_\_

**Dramatic Skills**

Student uses effective skills pertinent to the tableau (e.g. facial expressions, transitions, respectful conduct).

Always \_\_\_\_\_ Most of the time \_\_\_\_\_ Some of the time \_\_\_\_\_ Rarely \_\_\_\_\_

**Religious Content**

Student uses specifics from the biblical passage that were studied.

Thoroughly \_\_\_\_\_ Effectively \_\_\_\_\_ Sometimes \_\_\_\_\_ With difficulty \_\_\_\_\_

**Feedback:**

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**APPENDIX 3**

**Peer Evaluation Sheet**

Student "CheckBric"

Name of Student being evaluated: \_\_\_\_\_

Peer Evaluator's Name: \_\_\_\_\_

**\*\*\*\*\*Place a checkmark beside the appropriate evaluation criteria\*\*\*\*\***

**Participation**

Peer has participated in an effective manner throughout the entire activity.

Always \_\_\_\_\_ Most of the time \_\_\_\_\_ Some of the time \_\_\_\_\_ Rarely \_\_\_\_\_

**Communication**

Peer uses effective non-verbal communication during the tableau and has used effective communication skills with peers in planning stages for the tableau.

Always \_\_\_\_\_ Most of the time \_\_\_\_\_ Some of the time \_\_\_\_\_ Rarely \_\_\_\_\_

**Dramatic Skills**

Peer uses effective skills pertinent to the tableau (e.g. facial expressions, transitions, respectful conduct).

Always \_\_\_\_\_ Most of the time \_\_\_\_\_ Some of the time \_\_\_\_\_ Rarely \_\_\_\_\_

**Religious Content**

Student uses specifics from the biblical passage that were studied.

Thoroughly \_\_\_\_\_ Effectively \_\_\_\_\_ Sometimes \_\_\_\_\_ With difficulty \_\_\_\_\_

**Feedback:**

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