

# **THOUGH MANY, WE ARE ONE**

## **UNIT 2**

### **Make Me an Instrument of Your Peace**

#### **Lesson 6**

#### **Halloween**

## Unit 2 Lesson 6

### Make Me An Instrument of Your Peace

#### Halloween

##### Lesson Overview

Students will learn about the Christian origins of Halloween. They will create a candle to place in their window as a sign that we are called to be 'light for the world.'

**Duration:** 80 minutes

#### CURRICULUM CONNECTIONS

##### Religious Education:

**CL2 (Gr. 4)** Understand that the celebration of the Eucharist allows us to receive gifts from God (grace) to transform our lives (fruits)

**CL1 (Gr. 5)** Focus: Sacrament of the Sick  
Understand that the sacraments can heal relationships and restore us to life through the actions of the Holy Spirit and the ministry of the priest.

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

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

**CGE 2e** Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life.

**CGE4g** Examines and reflects on one's personal values, abilities, and aspirations influencing life's choice and opportunities.

#### Guiding Questions (coming out of the Big Idea)

##### Big Idea:

- The Liturgical Year of the Church celebrates God's plan of salvation revealed in the Life, Death, and Resurrection of Jesus (i.e. Pascal Mystery).
- The Sacraments of Healing (Reconciliation and Anointing of the Sick) through the work of the Holy Spirit provide the Grace of God's mercy and forgiveness and spiritually strengthens our faith in times of sickness reuniting us with God and others when we have sinned.
- The celebration of the Eucharist is a communion, a Breaking of Bread, a sacred meal in which we are nourished and become the presence of Christ in our world.

**Scripture Passages:**

John 8:12  
2 Corinthians 4:6  
Matthew 5:14-16  
John 1:5

**LEARNING GOALS**

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

- Appreciate and reflect upon the image of the Good Shepherd leading us from darkness into light.
- Reflect on the saving story of our Christian faith and how we are to respond to God's gift of salvation.

**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:**

All Hallows Eve  
Litany

**Materials:**

- **Chart paper**
- **Sticky notes**
- **Blind fold**
- **Library or internet sources for research**
- **Materials to create posters**
- **Art Project Materials:** a small glass jar per student, glue, water, paintbrushes, tissue paper, battery operated votive candles.

**Internet Music Video Resources:**

- Litany of the Saints (Matt Maher)  
<https://www.youtube.com/watch?v=ZWt5y301BSY>
- Litany of the Saints (Michelle Sherliza, OP – music by Veronica Morrissey)  
<https://www.youtube.com/watch?v=UY5Mg7wKoHs>
- O When the Saints Go Marching In (sing-along version)  
<https://www.youtube.com/watch?v=opyYud1uuic>

	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Scripture Passages for Prayer (<i>Appendix A</i>)</li> <li>• Background information on Halloween (<i>Appendix B</i>)</li> </ul>
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	<p><b>MINDS ON</b></p> <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><b><u>Option 1: Darkness and Light</u></b></p> <p>Prepare chart paper in advance with headings Light and Dark</p> <p>Put chart paper up on wall. Give sticky notes to students and ask them to write down what light means and what dark means. Have them put the sticky notes up on appropriate chart paper.</p> <p>Discuss the terms students have used to describe light and dark.</p> <p>When do we feel this dark? When do we feel the light?</p> <p><b><u>Option 2: Tag</u></b></p> <p>Blindfold 2 students and have the others move around them while the blindfolded students try to tag the other students. Remove blindfolds and play tag again.</p> <p>Discussion: which tag game was easier? Why?</p> <p>Being “in the light” makes it easier to tag someone - to see someone for who they are.</p>

	<p><b>ACTION</b></p> <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>Ask students what the word ‘eve’ means, as in Christmas Eve. Explain that eve is an abbreviation of evening.</p> <p>Teacher voice:</p> <p style="padding-left: 40px;">The name Halloween comes from the Old English words “All Hallows Evening.” Hallow means holy (as in the Our Father – hallowed by thy name) so All Hallows was another term for All Saints. All Hallows Eve (Halloween) is the evening before All Saints Day.</p> <p style="padding-left: 40px;">On All Saints Day we celebrate the saints who lived by the light of Christ. That light overcomes all darkness (<i>see John 1:5</i>). Many of our Halloween traditions involved light, or the idea that all evil spirits would run from the light.</p> <p>Have the class brainstorm a list of Halloween symbols or customs (e.g., ghost, carved pumpkin, skeleton).</p> <p>Using resources in the school library or on the internet, students will research their origins.</p> <p>Prepare the results as colourful posters to display for others in the school.</p>

	<p><b>CONSOLIDATION</b></p> <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>Many Catholics celebrate <i>The Night of Light</i> on October 31, the vigil of All Saints Day. They place a light in their window as a sign to passers-by that they are followers of Jesus Christ. Like the saints, each of us is called to be ‘light of the world’ for others today.</p> <p><b><u>Art Project</u></b></p> <p>Materials: a glass jar, glue, water, paintbrushes, tissue paper, battery operated votive candles. Mix the water and glue until it looks milky. Tear the tissue paper into small pieces. Have the students paint their jars with the milky glue mixture. Place pieces of tissue paper on the jar (touching each other) and paint glue mixture over top of the tissue paper. Allow to dry. Place a votive candle in the jar once it has dried.</p> <p><b><u>Prayer</u></b></p> <p>Have students gather with their candles in 4 groups. Assign each group one of the scripture passages (<i>See Appendix A</i>). Turn off classroom lights to begin in darkness. Sing the Litany of the Saints (<i>see video links in Resources</i>). Each group, in turn, will light their candles and read their scripture passage together. By the end all candles will be lit and the room will be filled with light. Sing “O When the Saints Go Marching In.”</p>
	<p><b>CONTINUED LEARNING OPPORTUNITIES</b></p>
	<p><b>Further extensions to this lesson might include:</b></p> <p><i>Research Halloween customs in other countries.</i></p>

Appendix A –

John 8:12

*"When Jesus spoke again to the people, he said, "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."*

2 Corinthians 4:6

*"For God, who said, "Let light shine out of darkness," made his light shine in our hearts to give us the light of the knowledge of the glory of God in the face of Christ."*

Matthew 5:14-16

*"You are the light of the world. A city on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven."*

John 1:5

*"The light shines in the darkness, and the darkness did not overcome it."*

Appendix B –

## HALLOWEEN, ALL SAINTS DAY AND ALL SOULS DAY

From the early centuries of Christianity, November 1 and 2 have been observed as days to remember the dead. This remembrance most likely originated in Celtic lands where this time of year marks the beginning of death in nature. By the 5th century CE in Rome, there was a festival for all the saints celebrated in the Pantheon, a Roman temple dedicated to all the gods.

Eventually November 1 was marked as a day to remind the Christian faithful that they are in communion with all who have gone before them especially those who have lived holy lives but who are not canonized as saints. From this, November 2 became a day more focused on all the dead, hence called All Souls Day.

All over Europe and in South America these two days are celebrated with visits to the cemeteries and by special commemorations in church to remember the dead. All Saints Day is marked by the Catholic Church as a special feast day. In many churches, it is customary to have a "book of remembrance" in which people write the names of their loved ones to be prayed for especially all during November.

Halloween (All Hallows Eve, the night before All Saints Day) is a North American popular spin-off from these ancient days of prayer. With the focus on the deceased, the notions of "witches and goblins" came to be a part of this secular custom.