



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 3

The Word Made Flesh (Advent)

Lesson 13

Gifts

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Gifts

Lesson Overview

Dramatic presentation about the gifts given to Jesus upon his birth.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4:

CL2.2: 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 (e.g. Exodus 3:1-22; Matt. 25:31-46; Luke 24:13-35);

Grade 5:

CL3.1: 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. [CCC nos. 1153-1162];

Grade 6:

LS 1.2: Describe the call of Christian 'vocation' received in baptism (i.e. everyone is called to serve society, to discern their gifts and talents and to be united in making a contribution in the world) and determine ways we can respond to this call as young people. [CCC nos. 1262-1284; 1897-1927];

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

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

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE6c -values and honours the important role of the family in society;

The Catholic Social Teaching evident in this lesson is:

Call to Family, Community, and Participation

<p>Arts Connections (Drama):</p> <p>B1.1: 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;</p> <p>B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works.</p>	
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Guiding Questions (coming out of the Big Idea)	
	<p>Big Idea: We witness to Christ through our spirituality, our words and deeds, our moral choices, and by promotion of the common good of society.</p> <ul style="list-style-type: none"> • How do the gifts of the Three Magi relate to the gifts that people bring to a newborn baby today? • What gifts can we share with others that are not material gifts? <p>Scripture Passages: Matthew 2:11</p>

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"> • discuss the reasons why gold, frankincense and myrrh were presented to Jesus, and why we bring gifts to families upon the birth of a new baby. <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: Gold Frankincense Myrrh</p>	<p>Resources: Internet Access</p>

MINDS ON

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

When a baby is born, or about to be born, there is a tradition of bringing gifts to the mother/parents, and to the baby. Why do you think people do that? What was brought to Mary when Jesus was born (Gold, Frankincense and Myrrh)? What gifts can we share with others that are not material gifts (for example, gifts that are not physical)? Why might these gifts be more important than any other?

ACTION

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

1. Have students break into small groups. If there is the possibility for internet access, have them research what these three items are and why they would be given to someone in honour of the birth of a baby.

As an alternative (if not able to do outside research), have the students discuss their own ideas of what the three items might be, and why they would be an appropriate gift for Jesus. Then provide information from

<http://www.biblicalarchaeology.org/daily/people-cultures-in-the-bible/jesus-historical-jesus/why-did-the-magi-bring-gold-frankincense-and-myrrh/> .

2. As a class, discuss the findings.
3. In the small groups, discuss what might be an equivalent gift if Jesus was born today.
4. Have each group create a dramatization in which they present three different gifts to Jesus, explaining the reason for each.

CONSOLIDATION

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

Invite the groups to present their dramatizations to the class. When all groups have presented their dramatization, discuss the different choices.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

Invite the students to reflect on the following: Have you ever had to choose a gift for a new baby? If so, what did you choose and why? If you have not had this experience, consider the following: If you were attending a baby shower tomorrow, what would you bring? Why? Would the gifts chosen (for either scenario) be different depending on the baby that you were giving them to? Why/why not?