

# **THOUGH MANY, WE ARE ONE**

## **UNIT 5**

### **On the Lenten Journey**

#### **Lesson 6**

#### **Almsgiving**

## Unit 5 Lesson 6

### On The Lenten Journey

#### Almsgiving

##### Lesson Overview

Students will read a fictional story and a scripture reading regarding almsgiving. They will reflect on the importance, in God's eyes, of caring for the poor and vulnerable.

**Duration:** 40 minutes

#### CURRICULUM CONNECTIONS

##### Religious Education:

**Grade 5 - LS2.1:** Examine Matthew 25:31-46 to identify and summarize what Jesus reveals about the judgement of God concerning the human dignity of others, the "friendship" that we are to see and establish with others (i.e. hungry, thirsty, stranger, naked, and those in prison) and how he will judge our actions towards others.

##### Language:

**Reading: 1:** read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

##### The Arts:

**Visual Arts: D1:** Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

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

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

Call to Family, Community, and Participation  
Rights and Responsibilities  
Option for the Poor and Vulnerable  
Solidarity

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

A Discerning Believer Formed in the Catholic Faith Community Who:

**CGE1d:** Develops attitudes and values founded on Catholic *social teaching* and acts to promote social responsibility, human solidarity and the common good

A Collaborative Contributor Who:

**CGE2a:** Works effectively as an interdependent team member

A Responsible Citizen Who:

**CGE7e:** Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society

A Self-Directed, Responsible, Lifelong Learner Who:

**CGE7a:** Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

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

### GUIDING QUESTIONS (coming out of the Big Idea)

#### Big Idea:

- The Church instructs individuals and societies to put the needs of the poor and vulnerable first.
- How can we carry out this duty?

#### Scripture Passages:

- Matthew 35:31-46
- Isaiah 58:10-11

### LEARNING GOALS

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

- that by caring for the needs of the poor and vulnerable we show our love for God and that God will judge us by our actions towards others.

**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:

- almsgiving

#### Materials:

- copies of “You Shall Be My Witnesses”, Year 6 of the Born of the Spirit Catechetical Program (CCCB Publications)
- Bibles
- large white paper
- Lenten Journals

#### Resources:

Video: “Whatsoever You Do” <https://youtu.be/uOMeVkXdxXQ>

### MINDS ON

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

Read “Springtime for Shamus” in “You Shall Be My Witnesses”, Year 6 of the Born of the Spirit Catechetical Program, p. 117-118.

Discuss the questions on p.118 as a class or in small groups. Discuss the meaning of the term almsgiving (charity to the poor).

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

### ACTION

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

Distribute Bibles and read Matthew 25:31-46 together.

Ask students what the righteous people did and the accursed people did not do for others. What were the consequences of their actions?

Divide the class into six groups and have each group illustrate modern day versions of one of the following:

- I was hungry and you gave me food
- I was thirsty and you gave me something to drink
- I was a stranger and you welcomed me
- I was naked and you gave me clothing
- I was sick and you took care of me
- I was in prison and you visited me

The posters should be displayed in the classroom.

### CONSOLIDATION

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

Read Isaiah 58:10-11 together.

Ask students to reflect on the following and describe the experience in their Lenten Journals.

- Have you ever felt God's joy after sharing with or caring for someone?

Play the video of the song "Whatsoever You Do", <https://youtu.be/uOMeVkXdxXQ>, as students are writing in their journals.

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- The class could discuss and choose a Lenten almsgiving project to participate in.
- Students could research, promote, advertise, and carry out the project with the teacher's help as a facilitator.