

THOUGH MANY, WE ARE ONE

UNIT 5

On the Lenten Journey

Lesson 7

The Prodigal Son

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The Prodigal Son

Lesson Overview

Students will make connections between the parable of The Prodigal Son and the Sacrament of Reconciliation. They will choose a creative method to retell the parable and present it to other students.

Duration: 80 minutes (2 class periods)

CURRICULUM CONNECTIONS

Religious Education:

Grade 4 - CL1.1: Connect gospel narratives of forgiveness (Mk. 2:1-12; Luke 15:11-32) and the institution of the Sacrament of Reconciliation (John 20:22-23) to the role of the priest within the sacrament.

Grade 4 - CL1.3: Link the Sacraments of Initiation and Reconciliation to the seasons of the liturgical calendar (Advent, Lent, and Easter).

Grade 4 - ML3.1: Through an examination of a selection of scripture passages, provide examples of how God's mercy is shown to sinners and how the sinners respond (i.e. parables – the Prodigal Son).

Language:

Writing: 1: generate, gather, and organize ideas and information to write for an intended purpose and audience

The Arts:

Drama: B1: Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories

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 Who:

CGE1j: Recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of *redemption*. (Witnesses to Faith)

An Effective Communicator Who:

CGE2c: Presents information and ideas clearly and honestly and with sensitivity to others

A Collaborative Contributor Who:

CGE5f: Exercises Christian leadership in the achievement of individual and group goals

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	<p>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</p> <p>D2: Reflecting, Responding, and Analyzing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences (Continued Learning Opportunities)</p>	
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	GUIDING QUESTIONS (coming out of the Big Idea)	
	<p>Big Idea:</p> <ul style="list-style-type: none"> The Sacraments of the Church have their roots in Scripture i.e. the ministry which Christ handed on to the Church through the apostles. (Celebrating, Grade 4) How is the Sacrament of Reconciliation connected to the parable of The Prodigal Son? <p>Scripture Passages:</p> <ul style="list-style-type: none"> Luke 15:11-32 	
	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"> connect the parable of The Prodigal Son to the Sacrament of Reconciliation understand the role that forgiveness, healing, and reconciliation play in our lives as Christians <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:</p> <ul style="list-style-type: none"> prodigal 	<p>Materials:</p> <ul style="list-style-type: none"> Bibles modelling clay or Plasticine Paints, paint brushes, large sheets of paper <p>Resources:</p> <ul style="list-style-type: none"> Videos: The Parables of Jesus 6-The Prodigal Son: https://www.youtube.com/watch?v=V96rkM5Gpn0 <p>or</p> <ul style="list-style-type: none"> The Lego Prodigal Son: https://www.youtube.com/watch?v=F_FUlo3WngI

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MINDS ON

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

Preview and select one of the videos listed in Appendices:

“The Parables of Jesus 6-The Prodigal Son” **or** “The Lego Prodigal Son”

- Review with students what a sacrament is and make a list of sacraments. Tell students that the sacraments of the Church have their roots in scripture.
- Tell students that they are going to watch a video of a parable and they are to listen to see what the parable is teaching us.
- View the chosen video.
- Read Luke 15:11-32 together.

Ask students:

- What do you think the word ‘prodigal’ means?
- The Prodigal Son is a parable. A parable reveals a message and conceals a message. What message or lesson do *you* think is being revealed ... and being concealed?
- Who do you think the characters in the parable represent?
- What sacrament do you think the parable is teaching about?
- How is this parable connected to the Sacrament of Reconciliation?

ACTION

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

Students will choose a way to creatively retell the parable of the Prodigal Son.

Possible choices include:

- Prepare a dramatization of the story
- Create a scene from the story using clay to make the figures
- Paint a scene from the story
- Write a modern day version of the story

The dramatization will be done by a group; the other choices may be done individually or with a partner.

**Differentiated instruction: Some students may use assistive technology or a scribe for written tasks.*

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CONSOLIDATION

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

Day 2: Students complete and share their creative work.

Dramatizations and modern day versions of the story might be shared with another class or with the school during a prayer service. Paintings, clay scenes and written work could be displayed in a common area of the school.

Exit Card:

Explain the connection between The Prodigal Son and the role forgiveness, healing, and reconciliation play in our lives as Christians.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Examine Rembrandt's painting "The Return of the Prodigal Son"
http://www.rembrandtpainting.net/rembrandt's_prodigal_son.html. See Appendices 1 and 2 for background information and teacher notes.
- Students can share a time when they offered forgiveness for the betterment of the class or family community.

APPENDIX 1

The Prodigal Son Luke 15:1-32

Background

The prodigal son's request for his share of inheritance was a statement that he wished his father was dead. Early Jewish law stated, the firstborn son would inherit twice as much as any other heir. A father was expected to retain total control of his property as long as he was alive. Giving the son an early inheritance was an act of extreme generosity. If a father did decide to give his property and money to a son prior to his death, Jewish law forbade the son from selling the property while his father was still alive.

Rembrandt's Prodigal Son

One of the best known renditions of the Gospel story – *Prodigal Son* – is the painting by a Dutch artist, Rembrandt van Rijn. He was the son of a Dutch Reformed father and a Catholic mother. Religious themes constitute nearly a third of his work. Rembrandt created *The Return of the Prodigal Son* near the end of his life, at a time when he was living near poverty.

Inspiration

In the parable of the *Prodigal Son*, the message is in what the father did. He loved his child. He loved him even while he was far away. He loved him even while he was straying in a sinful way. The father's unconditional love was his gift to the son – initially the son rejected it. Upon the son's return, the gift he gave his father was an open heart to receive the unconditional love that had always been available.

When we don't use the gifts that God has given to us, we are like the son who ran away. We are like the older son when we are envious of how God treats other people. God is the father in this story. He lets the younger son make his own choices. He loves him regardless of his actions. God desires for His son to return home and be sorry. He patiently waits, ready to forgive.

APPENDIX 2

The Prodigal Son – Teacher Notes

Rembrandt's The Prodigal Son can be found at

http://www.rembrandtpainting.net/rembrandt's_prodigal_son.html

1. The yellow brownish colour of the son's clothing in contrast to the rich vibrant red in his father's garments (the son's rags represent the great misery he has seen)
2. Compassionate embrace (inner brokenness, surrounded by outward compassion)
3. The younger son (represents the rebellious nature within each of us)
4. The father touching the son (everlasting blessing, unconditional love, eternal forgiveness)
5. The son resting his head against his father's chest/heart (everlasting peace)
6. Leaving home (ignoring the truth)
7. The son's head is shaven (he is a prisoner)
8. Cloak of the father (represents dignity)
9. Son's left foot is scarred, right foot broken sandal (suffering)
10. The son's short sword (one last piece of dignity)
11. Seated man (represents sinners)
12. Tall standing man (the older brother)
13. Light on the tall standing man – elder son – is cold, light on the father is warm
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14. Father and son (God/humanity, compassion/misery, complete circle of love)
15. Father's face (represents both mother and father)
16. The father's hands (one stronger, larger and open represents the strength of the father, the other hand represents the compassion, gentleness of a motherly love)
17. The father's open red cloak (inviting a warm welcoming place to rest)