

# **THOUGH MANY, WE ARE ONE**

## **UNIT 5b**

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

#### **Lesson 1**

#### **Understanding and Preparing for Palm Sunday**

## Unit 5b Lesson 1

### On the Lenten Journey to Holy Week

#### Understanding and preparing for Palm Sunday

##### Lesson Overview

Students will gain an understanding of the significance of the palm and the importance of Palm Sunday in preparation for Easter.

**Duration:** 2-3 periods  
60 - 110 minutes

#### CURRICULUM CONNECTIONS

##### Religious Education:

##### Fundamental Concept: CL3

The Celebrations of the Church's Liturgical Year.

**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.

**Grade 6 - BL2:** Demonstrate an understanding of the Church's teaching concerning the mysteries of the hidden and public life of Jesus Christ.

**Grade 6 - CL3.3:** Examine the rituals in the Church's liturgies for Ash Wednesday, Palm Sunday, and the Easter Vigil, and unravel the meaning that each symbol, gesture and word has in relationship to Christ and how it may apply to our Christian life.

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

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

Call to Family, Community, and Participation  
Solidarity  
Care for God's Creation

##### 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

**CGE2e:** 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

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

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

#### Big Ideas:

- The Church celebrates the Liturgical seasons (e.g. in this lesson a focus on Lent - more specifically on Palm Sunday) to coincide with the Paschal Mystery of Christ's life.
- The Liturgical seasons are marked by specific rituals, prayers, signs, images and colours which have developed throughout the Tradition of the Church.

#### Scripture Passages:

- Matthew 21:1-11 (The Triumphal Entry)
- Matthew 21:9b (Praising the Lord as "Hosanna in the highest")

### LEARNING GOALS

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

- the significance of the symbol of the Palm on Palm Sunday
- the importance of Palm Sunday in preparing for Easter

**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:

- Palm
- Hosanna
- Palm Sunday
- Passion Sunday

#### Materials:

- Bibles
- Simplified reading of Mark 11:1-11 (*see Appendix 1*)
- Frayer Model Graphic Organizer (*see Appendix 2*)
- <https://www.youtube.com/watch?v=O56CiH0dwLw>
- Team Specifics for Group Work (*see Appendix 3*)
- Exit Card (*see Appendix 4*)

#### Video Resource:

- **Happy Palm Sunday Images video**  
<https://www.youtube.com/watch?v=8x3WGjjzEg8>.

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

### MINDS ON

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

### 10-15 minutes

Students should be seated in an arrangement that enables discussion.

Students will view the “**Happy Palm Sunday Images video**”

<https://www.youtube.com/watch?v=8x3WGjjzEg8>.

Here is the detailed description of the Discussion Strategy that students will use to discuss the Palm Sunday Questions:

*Discussion p. 34 Ontario Curriculum Unit Planner*

*“Discussion is purposeful talk through which students explore thinking, respond to ideas, process information and articulate their thoughts in verbal exchanges with peers and teachers. Discussion is used to promote and clarify understanding of concepts, ideas and information in all subject areas. It places the emphasis on students talking and listening to each other. Students use discussion to make connections between ideas and experience and to reflect on a variety of meanings and interpretations of texts, experiences, and phenomena.”*

**Students will discuss the following questions:**

1. What is a palm?
2. Why are palms used on Palm Sunday?
3. Why are we celebrating Jesus on Palm Sunday?
4. Why is Palm Sunday also called Passion Sunday?
5. Why is Palm Sunday so important?

Consider the following to help guide discussion:

**PALM BRANCHES** symbolize Jesus’ triumphant entry into Jerusalem. The branches remind us that there are both triumphs and defeats in our lives, but if we maintain our friendship with God, we will ultimately triumph.

Model, using the Frayer Model Graphic Organizer (see Appendix 2), or a graphic organizer of your choice, as a way to record some important terms that students have verbalized while sharing their thoughts about these concepts.

Show the video titled “**God’s Story - Palm Sunday**”.

Have students jot down their ideas using their own copy of the Frayer Model Graphic Organizer (Appendix 2). Share student thoughts and continue to build on the class’ and the students’ graphic organizers.

## 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)

#### 10-15 minutes

Explore the following scripture readings from Matthew as a whole class using a choral reading method (see description of the strategy below), inviting students to highlight words or passages that interest them.

- Read Mark 11:1-11 (The Triumphal Entry)
- Read Matthew 21:9b (Praising the Lord as “Hosanna in the Highest”)

While using a choral reading format for Matthew 21:9b, highlight for students the link between this scripture passage and the text of the “Holy, Holy” in the Celebration of Eucharist.

#### **Choral Reading p.17**

*“Choral reading is a rehearsed oral presentation of a text by a group. Choral reading may be used to engage students at the introduction of a learning experience or to aid the interpretation of text. Through choral reading, students explore sounds and rhythms of language and show appreciation of form. The process also provides a purpose for practicing reading orally and improves reading skills (e.g. students' eyes have to scan the line to keep up with others). Choral reading requires that voices of the group be arranged to effectively interpret meaning (e.g. solos, groups, whole group, volume, tones, rhythms) and in so doing encourages students to use their voices with greater expression, vocal range and skill. As a group activity, choral reading promotes cooperation and enhances self-esteem by allowing individuals to make positive contributions” (Ontario Curriculum Unit Planner).*

#### 40-50 minutes

Students will now get to choose one of the following activities in groups of 4-6 to further extend their understanding of Palm Sunday.

**Teams for Group Work: \*See Appendix 3 for a detailed description of each team's task\***

Group # 1- Research Team

Group # 2- Art Team

Group # 3- Drama Team

Group # 4- Movie Trailer Team

Group # 5- Music Team

### CONSOLIDATION

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

#### 20-30 minutes

#### ***Presentations on The Meaning of Palm Sunday:***

Considerations for the presentation format include a jigsaw format or a whole class presentation.

- Exit card for feedback (see Appendix 4).

## APPENDIX 1

### **Simplified Version of the Gospel**

**Mark 11:1 – 11**

As Jesus and his disciples approached Jerusalem, they came to the towns of Bethpage and Bethany, on the Mount of Olives. Jesus sent two of them on ahead. *“Go into that village over there,”* he told them, *“and as soon as you enter it, you will see a colt tied there that has never been ridden. Untie it and bring it here. If anyone asks what you are doing, just say, ‘The Lord needs it and will return it soon.’”*

The two disciples left and found the colt standing in the street, tied outside a house. As they were untying it some bystanders demanded, *“What are you doing untying that colt?”* They repeated what Jesus had told them to say and they were permitted to take it. Then they brought the colt to Jesus and threw their garments over it and He sat on it.

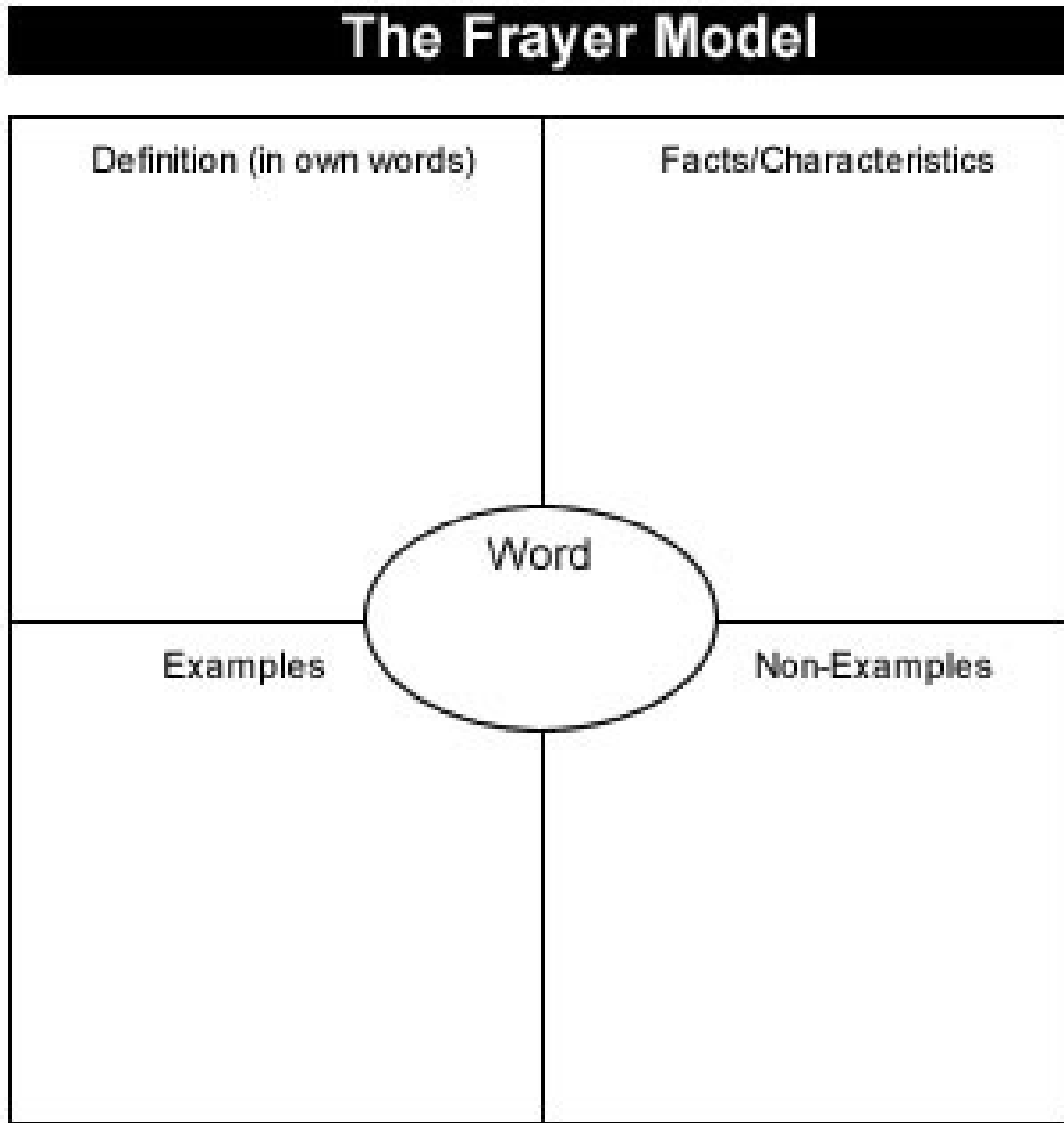
Many in the crowd spread their coats on the road ahead of Jesus and others cut leafy branches in the fields and spread them along the way. He was in the centre of the procession and the crowds all around him were shouting,

*“Praise God!*

*Bless the one who comes in the name of the Lord! Bless the coming kingdom of our ancestor David! Praise God in the highest heaven!”*

So Jesus came to Jerusalem and went into the temple. He looked around carefully at everything, and then He left because it was late in the afternoon. Then He went out to Bethany with his twelve disciples.

## APPENDIX 2



## APPENDIX 3

### Team Specifics for Group Work

#### 1- Research team

The research team will be using electronic devices (e.g. iPads/tablets or Chrome books) to find different online versions of the Gospel (Matthew 21:1-11). You will be looking for different translations of the text, video(s) or picture book(s) versions. The purpose of this research is to find interesting and eye catchy videos, pictures, and print resources to help increase class interest and engagement and/or to help guide students' understanding. This will be presented to the class as a team using your research (e.g. projecting your iPad/Chrome book or tablet to the smart board for the rest of the class to see).

#### 2- Art Team

The art team will create palm crosses using the following YouTube link titled "How to Make a Palm Cross" <https://www.youtube.com/watch?v=oT-0Z6YSJoU> or by finding your own link.

**Note:** you may substitute the palm with construction paper using the following link: "DIY Palm Crosses - from simple art supplies, watercolor, paper, pen".

[https://www.youtube.com/watch?v=Wds\\_CXYYyL4](https://www.youtube.com/watch?v=Wds_CXYYyL4).

This will be demonstrated to classmates so that every student will learn how to make palm crosses.

#### 3- Drama Team

The drama team will create a dramatic portrayal of "The Triumphal Entry". It is recommended that you refer to the simplified version of Matthew's Gospel which should help your understanding of the passage. The production will be presented in front of the class.

#### 4- Movie Trailer Team

The movie trailer team will use iPads (e.g. iMovie) or tablets (e.g. windows movie maker) to create a one minute movie trailer (you may consider the following link as a guide: "Palm Sunday" <https://www.youtube.com/watch?v=IQ23ryYK8ac>). This movie trailer will be presented to the class using the Smart Board or projector for everyone to see.

#### 5- Music Team

The music team will be tasked with finding an appropriate song about Palm Sunday, learning to sing and/or play it, and then teaching it to the rest of the class.



**APPENDIX 4**

**EXIT CARD – Palm Sunday Group Activity**

**2 Stars, I Wish**

Use the template below to provide feedback on your group activity. Record two things that you feel you or your group members did well when completing the Palm Sunday Group Activity. Then record one suggestion that you feel that you or your group could improve upon.

1 \* \_\_\_\_\_

2\* \_\_\_\_\_

1 Wish:

\_\_\_\_\_

**Explain why Palm Sunday is important in preparing for Easter.**

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# **THOUGH MANY, WE ARE ONE**

## **UNIT 5b**

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

#### **Lesson 2**

#### **The Palm Sunday Liturgy**

## Unit 5b Lesson 2

### On the Lenten Journey to Holy Week

#### The Palm Sunday Liturgy

##### Lesson Overview:

Students will gain an understanding of the Palm Sunday Liturgy in preparation for Easter.

##### Duration:

2 periods  
80-100 minutes

#### CURRICULUM CONNECTIONS

##### Religious Education:

##### Fundamental Concept: CL3:

The Celebrations of the Church's Liturgical Year.

**Grade 4 – PR 2.3:** Develop and present using different forms of prayer and some of the common prayers and devotions of the Church, liturgical celebrations that reveal the Mystery of Christ as it unfolds in the seasons of the liturgical year.

**Grade 4 - CL3.1:** Examine scripture passages of the Old Testament and New Testament which are proclaimed during specific Liturgical seasons i.e. Advent, Christmas, Lent and Easter, and communicate what they reveal about and celebrate in Jesus' life.

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

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

Call to Family, Community, and Participation  
Solidarity  
Rights and Responsibilities

##### 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

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

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

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

#### Big Ideas:

- The Church celebrates Palm Sunday to coincide with the Paschal Mystery of Christ's life.
- The Liturgical seasons are marked by specific rituals, prayers, signs, images and colours which have developed throughout the Tradition of the Church.

#### Scripture Passages:

At the Procession with Palms:

- Mark 11:1-10 or John 12:12-16.

### LEARNING GOALS

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

- The significance of the symbol of the palm on Palm Sunday
- Understanding and following the Palm Sunday Liturgy

**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:

- Triumphal Entry
- Procession

#### Materials:

- iPads/ or tablets,
- student notebooks

#### Resources:

- Ontario Curriculum Unit Planner
- Storyboard Instructions and Template (*Appendix 1*)
- Exit Card for each student (*Appendix 2*)

#### Internet Resources:

- **Palm Sunday of the Lord's Passion Mass - Audio**
- <https://www.youtube.com/watch?v=9uo9JXiy1SQ>
- **Palm Sunday Mass at the Vatican**
- <https://www.youtube.com/watch?v=U-LfvTZsRDI>
- **Blessing of the Palm Branches by Pope Francis (3:19 into the video)**
- [https://www.youtube.com/watch?v=Gp4YChQP\\_QE](https://www.youtube.com/watch?v=Gp4YChQP_QE)
- **Palm Sunday Jeopardy**
- <https://jeopardylabs.com/play/palm-sunday>

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

### MINDS ON

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

#### 10-15 minutes

Continued from Lesson 1, students should now have an understanding of the symbols and important ideas connected to Palm Sunday. ***Palm Sunday Jeopardy*** is an interactive way to activate students' prior knowledge and to have them demonstrate what they have learned from the previous lesson.

Have students team up in groups of 3-4. Go to the following Palm Sunday Jeopardy link: <https://jeopardylabs.com/play/palm-sunday> and using a Smart Board, have teams keep track of scores and answer the questions. Students may use electronic resources to search for the answers if necessary. If students are able recall the concepts from the previous lesson, then technology is not recommended.

### ACTION

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

#### 15-20 minutes

Explore the scripture readings used at the Procession with Palms  
Mark 11:1-10 or John 12:12-16

#### 20-30 minutes

After scripture readings, students will watch the clip from Pope Francis' **Palm Sunday Mass at the Vatican - The Blessing of the Palms** (start at 3:19)  
[https://www.youtube.com/watch?v=Gp4YChQP\\_QE](https://www.youtube.com/watch?v=Gp4YChQP_QE).

While listening, students are asked to create a Storyboard. See *Appendix # 1* for template and further explanation.

"A storyboard is a series of sketches that frame events (e.g. of a story, film, advertisement) in sequential order. It is used as a visual planning tool for larger presentations in a variety of formats. Each frame consists of scenes or figures with commentary that helps those involved in the production to visualize the story and sequence." (*adapted from the Ontario Curriculum Unit Planner*)

**Note:** Depending on your students, you may need to play video clip a few times to ensure understanding. The following strategy may assist students to demonstrate their learning:

Tip: Give each student a 3 Card Coded System. Students will respond by raising one of the three cards:

**The Green card** = I am doing well and understand the activity;

**The Yellow Card** = I have some questions

**The Red Card** = I need some help.

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

### CONSOLIDATION

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

#### Storyboard Presentations 20-30 minutes - Gallery Walk

Students will share their storyboards in a Gallery Walk (taking a walk around the classroom). Here is how the strategy works:

1. Divide the class in half.
2. Half of the class will get out of their desks and leave their storyboards behind.
3. The other half of the class will remain at their seats as “gallery hosts”.
4. The gallery walkers will now visit the gallery hosts who will explain their storyboards after viewing their “Masterpieces”.
5. After 10-15 minutes, once the gallery walkers have visited all of the exhibits (storyboards), it is time for students to switch roles. The gallery hosts will now become the gallery walkers and gallery walkers will now become the gallery hosts.

The goal of this activity is for each student to be able to display and share his/her work in a fun, informal way.

#### 10 minutes - Exit Card (See Appendix 2)

When students have completed the Gallery Walk, they are asked to complete a short exit card to demonstrate their new understanding of Palm Sunday.

### Continued Learning Opportunities

Further extensions to this lesson might include:

- As an extension activity, students may create their own **Palm Sunday Jeopardy** with all of the new information that they have acquired during the first two lessons.

**APPENDIX 1 –p1**

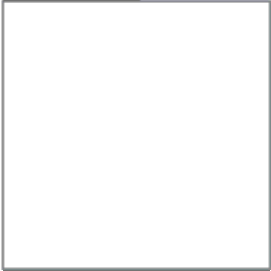
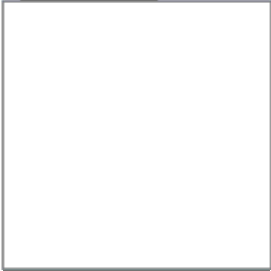
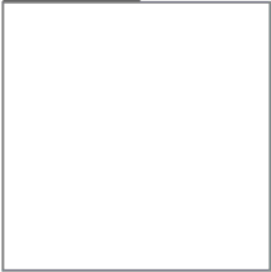
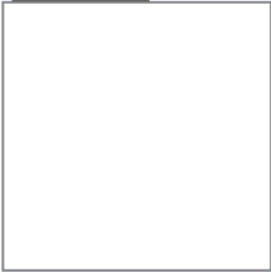
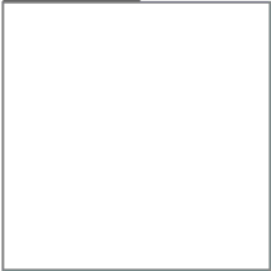
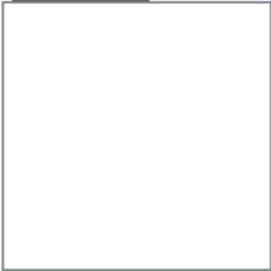
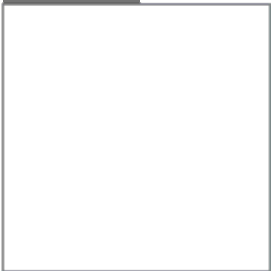
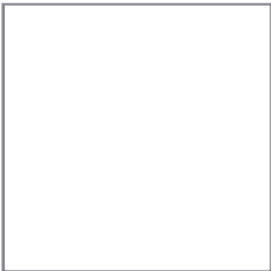
**Further Instructions for the Storyboard**

Using the following template (see *Storyboard Template, Appendix 1, page 2 below*), create a series of sketches within the frames to retell the events of the Palm Sunday Mass. (e.g. how do they use and bless the palms?)

This includes the specifics of the blessing of the palms. Include within your frames, examples in sequence of these events (e.g. what happens at the beginning of the mass, the middle and the end of the mass for Palm Sunday?).

Write down descriptions to help guide your thoughts in the sequence of the mass.

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

<b><u>STORYBOARD TEMPLATE</u></b>		<b>APPENDIX 1-p2</b>
Name: _____		Date: _____
<b>Frame # 1</b> 	<b>Frame # 2</b> 	
<b>Description:</b> _____ _____	<b>Description:</b> _____ _____	
<b>Frame # 3</b> 	<b>Frame # 4</b> 	
<b>Description:</b> _____ _____	<b>Description:</b> _____ _____	
<b>Frame # 5</b> 	<b>Frame # 6</b> 	
<b>Description:</b> _____ _____	<b>Description:</b> _____ _____	
<b>Frame # 7</b> 	<b>Frame # 8</b> 	
<b>Description:</b> _____ _____	<b>Description:</b> _____ _____	



**APPENDIX 2**

**EXIT CARD – Palm Sunday**

A. During the Palm Sunday Liturgy, there were a few specific items that were different from a Sunday Mass during ordinary time. List the differences (e.g. during the procession what was different, what symbols were used and how?)

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

B. What did you find interesting about this lesson? (e.g. Is there anything new that you learned or was there anything that caught your attention?)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. What would you change in this activity and why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# **THOUGH MANY, WE ARE ONE**

## **UNIT 5b**

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

#### **Lesson 3**

#### **Lenten Symbols**

## Unit 5b Lesson 3

### On the Lenten Journey to Holy Week

#### Lenten Symbols

##### Lesson Overview

Students will gain an understanding of the significance of the symbols used during Lent and Easter. There will be a focus on prayer in highlighting the preceding lessons and Holy Thursday and Good Friday.

**Duration:** 2-3 Periods (120 minutes)

#### CURRICULUM CONNECTIONS

##### Religious Education:

**Fundamental Concept: PR2:** The Way of Prayer: Forms and Expressions of Prayer

**Grade 4 - PR2.3:** Develop and present using different forms of prayer and some of the common prayers and devotions of the Church, liturgical celebrations that reveal the Mystery of Christ as it unfolds in the seasons of the liturgical year.

**Grade 5 - PR1.2:** Describe the variety of ways that Catholics express prayer during the communal celebration of the Mass (i.e. song, petitions, prayers...) and suggest how and why all these ways deepen our experience of prayer.

**Grade 6 - PR2.1:** Identify which liturgical seasons present scripture passages and show how these are expressed in the tradition of vocal and meditative prayer.

**Grade 6 - CL3.3:** Examine the rituals in the Church's liturgies for Ash Wednesday, Palm Sunday, and the Easter Vigil, and unravel the meaning that each symbol, gesture and word has in relationship to Christ and how it may apply to our Christian life.

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

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

Rights and Responsibilities  
Solidarity

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

**CGE1f:** Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship

**CGE2e:** 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

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

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

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

#### Big Idea:

- Prayer is structured and spontaneous, individual and communal, and is enriched by a variety of elements that deepen the experience of prayer (silence, symbols, Gospel reading, reflection, images, music).
- The Liturgical seasons are marked by specific rituals, prayers, signs, images and colours which have developed throughout the Tradition of the Church.

#### Scripture Passages:

Matthew 21: 20-22

### LEARNING GOALS

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

- experience the rich meaning of the Lenten symbols and have opportunities to reflect on their significance by participating in the activity centres and prayer.

**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:

#### Lenten Symbols

- Light
- Candle
- Easter Lily
- Egg
- Hot Cross Buns
- Salt
- The Colour Purple
- Bare Branch
- Pretzels
- Seeds
- Fish
- Water
- Palm Branch

#### Materials:

- Reflection Sheet “The Fig Tree” (*See Appendix #1*)
- KWL Chart (*See Appendix #2*)
- Ingredients for Hot Cross Buns (*See Appendix #3*)
- Making an Easter Candle (*see Appendix #4*)
- Planting an Easter Lily (*See Appendix #5*)
- Ingredients for Pretzels (*See Appendix #6*)
- Lenten Symbol Jeopardy (*See Appendix #7*)
- Exit Card (*See Appendix #8*)
- Prayer for Holy Week (*See Appendix #9*)
- Construction Paper
- iPads
- Table salt
- Tree branch
- Water
- Parent volunteers

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

	<p><b>Internet Resources:</b></p> <ul style="list-style-type: none"> <li>- <b>Lenten Prayer</b> <a href="https://www.youtube.com/watch?v=CB-4pS-77DA">https://www.youtube.com/watch?v=CB-4pS-77DA</a></li> <li>- <b>Lenten Prayer: reference</b> <a href="http://www.catholic.org/prayers/prayer.php?p=1115">catholic.Org</a> <a href="http://www.catholic.org/prayers/prayer.php?p=1115">http://www.catholic.org/prayers/prayer.php?p=1115</a></li> <li>- <b>“DIY - How to make Hot Cross Buns”</b> <a href="https://www.youtube.com/watch?v=IsYlvVT5v9k">https://www.youtube.com/watch?v=IsYlvVT5v9k</a></li> <li>- <b>“How to Make Easter Candles”</b> <a href="https://www.youtube.com/watch?v=ODobuJJ0PGY">https://www.youtube.com/watch?v=ODobuJJ0PGY</a></li> <li>- <b>Flowering Garden “How to grow Easter Lilies”</b> <a href="https://www.youtube.com/watch?v=jvSQzeRPI7U">https://www.youtube.com/watch?v=jvSQzeRPI7U</a></li> <li>- <b>“How to Make Pretzels for Lent”</b> <a href="https://www.youtube.com/watch?v=m6ekJBCRx2M">https://www.youtube.com/watch?v=m6ekJBCRx2M</a></li> <li>- <b>Symbols of Lent</b> <a href="http://www.saintben.com/worship/symbols.html">http://www.saintben.com/worship/symbols.html</a></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>20 Minutes</b></p> <p>Begin with Lenten Prayer: <a href="https://www.youtube.com/watch?v=CB-4pS-77DA">https://www.youtube.com/watch?v=CB-4pS-77DA</a> (2:40)</p> <ul style="list-style-type: none"> <li>• Students should be invited to pray the <i>Our Father</i>, <i>Hail Mary</i>, and <i>Glory Be</i> together.</li> <li>• A Lenten hymn may be sung at the beginning or end of the video prayer.</li> </ul> <p>Read Matthew 21:18-22 “The Fig Tree” aloud.</p> <p>Students will complete <b>Reflection Sheet</b> (<i>Appendix 1</i>).</p> <p><i>*Differentiated Instruction: Students may use assistive technology or a scribe.</i></p> <p>The Purpose of Prayer is for <i>Renewal</i> and <i>Repentance</i>. During Lent and Holy Week we use symbols that relate to themes of Lent such as repentance and renewal.</p> <p>Using a Brainstorming Cooperative Learning Strategy, have students develop their ideas about religious symbols used during Lent and Easter. Students will record their ideas using a <b>K.W.L Chart</b> (<i>Appendix 2</i>).</p> <p><b>Note:</b> Brainstorming is a group process for generating questions, ideas, and examples and is used to illustrate, expand, or explore a central idea or topic. Brainstorming involves students sharing whatever material comes to mind and recording every idea, without making judgements about the material being generated.</p> <ul style="list-style-type: none"> <li>• The following <b>Lenten Symbols</b> will be explored with students: <b>Light, Candle, Egg, Hot Cross Buns, Salt, the Colour Purple, Bare Branch, Pretzels, Seeds, Fish, Water, Easter Lily.</b></li> </ul> <p>See <i>Symbols of Lent</i> <a href="http://www.saintben.com/worship/symbols.html">http://www.saintben.com/worship/symbols.html</a></p>

## 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)

**75 - minutes - 15 minutes x 5 rotations.**

Students will receive instructions on how to complete the tasks in the Lenten Symbol Activity Centres. Teachers may wish to identify further extension activities that students may be interested in and adapt plans to meet those learning needs (e.g. student wants to learn more about the origin of purple as a Lenten colour).

**\*\*\*It is recommended that an adult volunteer assist at each activity centre.\*\*\***

Students will be divided into groups of 4 -6. They will rotate through each of the five activity centres in 15 minute intervals. Teachers are reminded to follow safety tips and school board protocol in planning the centres.

**Activity Centre 1:** “How to Make Hot Cross Buns” (*see Appendix 3*)

**Activity Centre 2:** “How to Make Easter Candles” (*see Appendix 4*)

**Activity Centre 3:** “How to Plant Easter Lilies” (*see Appendix 5*)

**Activity Centre 4:** “How to make Pretzels for Lent” (*see Appendix 6*)

**Activity Centre 5:** Create a Jeopardy Game using Lenten Symbols (*see Appendix 7*)

### CONSOLIDATION

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

**20 minutes**

Students will complete an Exit Card (*see Appendix 8*) for the activity centres. Give students an opportunity to discuss their exit cards using a turn and talk model. (*see Appendix 8 for further details*)

**End this lesson with the Prayer for Holy Week** (*see Appendix 9*).

The prayer may be projected, or students may each be given a copy to place in their prayer journals or Religion notebooks.

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Teachers may wish to invite other members of the school community (e.g. reading buddies, other staff, parents, etc.) to a celebration where students can share what they have made in the Lenten Activity Centres.

**APPENDIX 1**

**Reflection Sheet - "The Fig Tree"**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- 1. Which symbol is present in the scripture passage Matthew 21: 20-22 The Fig Tree? What does it represent?**

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- 2. Write about your interpretation of what the scripture passage means (Matthew 21: 20-22).**

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- 3. Think about when you pray and why. Record your thoughts. List your favourite prayers in the space provided below.**

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**Your Favourite Prayers:**

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APPENDIX 2

KWL Chart

<b><u>Know</u></b> What I think I Know	<b><u>Wonder</u></b> What I Want to Know	<b><u>Learn</u></b> What I Learned



## APPENDIX 3

### **Activity Centre #1: “How to Make Hot Cross Buns”**

*\*Teachers must ensure that modifications to ingredients are made for students who have food sensitivities or allergies.*

#### **15 minutes**

The goal will be to have a volunteer lead the activity and to prepare the dough in advance. Students can make crosses on the buns, and could help mix ingredients or knead the dough for subsequent groups.

Each student will make his/her own hot cross bun to be eaten at the end of all of the activities. This will give enough time for items to be fully baked in the oven.

**Youtube Link:** <https://www.youtube.com/watch?v=lsYlvVT5v9k>

**Ingredients:**

- 450 g of white flour
- 250 g of milk or water
- 1 beaten egg
- 50 g of sugar
- 50 g of butter
- 100 g of raisins
- 1 tsp of salt
- 1 1/2 tsp of dried yeast
- 1 tsp of cinnamon
- 1/2 tsp of nutmeg
- 1/2 tsp of ground ginger

**Directions:**

- 1) Pour milk into mixing cup
- 2) Add Yeast into milk and stir (leave for 10 minutes).
- 3) Pour flour into separate bowl
- 4) Add Salt and Cinnamon
- 5) Mix and add butter
- 6) Add sugar and mix generously
- 7) Then add yeast and milk mixture
- 8) Add beaten egg
- 9) Mix
- 10) Knead the dough
- 11) Spread the dough flat while adding raisins
- 12) Let the dough rise
- 13) Cut into 5-6 buns
- 14) Place into a baking tray
- 15) Add 4 tsp of water
- 16) Use food colouring to makes crosses on each buns (e.g. purple).
- 17) Bake for 10 - 15 minutes at 200 C or 400 F
- 18) Make a glaze by mixing 2 tbsp of sugar and 2tbsp of milk
- 19) When baked, brush baked hot cross buns with sugar glaze

## APPENDIX 4

### **Activity Centre #2: “How to Make Easter Candles”**

*Please ensure to follow school safety procedures.*

**15 minutes**

A parent volunteer will lead the activity and support students making the Easter Candles.

Each student will make and keep one Easter Candle.

**Youtube Link:**

**How to: Easter Candle <https://www.youtube.com/watch?v=ODobuJJ0PGY>**

**Materials:**     Bowls  
                     Food Colouring  
                     Cups (1 per student)  
                     1 egg per student  
                     1 spoon  
                     1 cup of water  
                     1/2 cup of vinegar  
                     wax

**Directions:**    1) Pour vinegar into each cup (1 per student)  
                     2) Add food colouring to vinegar cups (student choice regarding the colours)  
                     3) Stir food colouring with vinegar  
                     4) Add water  
                     5) Place 1 egg into cup  
                     6) Mix the egg in the bowl  
                     7) Remove the egg from the bowl and let it dry  
                     8) Empty the egg  
                     9) You may want the hot wax mixed and prepared by volunteer  
                            Pour hot wax into each half of the egg  
                     10) Place the wick into wax of the candle (inside of the egg) and let it dry

## APPENDIX 5

### **Activity Centre #3: “How to Plant Easter Lilies”**

*Please ensure to follow school safety procedures.*

#### **15 minutes**

A volunteer will lead the activity. Each student will plant and decorate a pot for Easter Lilies..

Each student will leave their lilies on the window ledge for 3 weeks before taking the lily home.

#### **Youtube Link:**

**<https://www.youtube.com/watch?v=jvSQzeRPI7U>**

**Title: “Flowering Garden: How to Grow Easter Lilies”**

**Materials:** 2 bags of Earth (20 Litre bags)  
1 Easter Lily Bulb for each student  
Gloves  
White Plastic Cups (1 per student)  
Permanent Markers

**Directions:** 1) Students will first decorate their cups with Easter symbols  
(e.g. symbols that were learnt from this lesson)  
2) Names should be placed on each cup  
3) Students will now place a half of cup of soil  
4) Place a lily bulb into a cup  
5) Fill the rest of the cup with soil  
6) Ensure to cut a small portion at the bottom of the cup  
7) Place cups on a tray  
8) Place tray on the window ledge

#### **Extension:**

- Create a growth tracking chart of how much your lily grows daily/weekly or by the end of the 3-4 weeks.
- Create a watering schedule for students to help each other.

## APPENDIX 6

### **Activity Centre # 4: “How to make Lenten Pretzels”**

*Please ensure to know whether your students have specific food allergies as you would need to modify ingredients accordingly.*

#### **15 minutes**

The goal will be to have a volunteer lead the activity and for students to contribute and to making Lenten Pretzels.

**Title of Youtube Video:** “How to make pretzels for Lent”

**Youtube Link:** <https://www.youtube.com/watch?v=m6ekJBCRx2M>

**Please note:** Recipe will make about 8 large pretzels. Please expand /calculate ingredients accordingly for your class size.

**Ingredients:** 1tbsp of yeast  
1 1/2 cups of warm water  
1 tbsp of sugar  
1 tbsp of salt  
3 pinches of dried rosemary  
4 cups of flour  
1 egg

**Directions:** 1) Preheat the Oven at 425 Degrees F  
2) Mix the yeast, water, sugar and salt  
3) Mix in the flour one cup at a time  
4) 3 pinches of rosemary (quoted from youtube video’s author that it represents Mother Mary)  
5) Knead the dough but it does not need to rise  
6) Tear off some dough and roll it into a coil  
7) Shape the dough like praying crossed arms  
8) Transfer the pretzel in a baking tray basted with olive oil  
9) Beat an egg and brush the beaten egg on each pretzel  
10) Sprinkle with salt  
11) Bake for 15 minutes at 425 F  
12) Once pretzels are slightly brown, they are cooked

## APPENDIX 7

### **Activity Centre #5: Create a Jeopardy Game using the Lenten Symbols**

**15 minutes**

**Using the following link to create your own jeopardy game:**

**<https://jeopardylabs.com/play/lent>**

**Goal(s):** Include as much criteria of what you have learned so far in regards to Symbols of Lent, Palm Sunday, Scriptures and your own knowledge regarding Holy Thursday, Good Friday and Easter Sunday.

Once completed, send the link to your teacher so that another team can play your Jeopardy game.

## APPENDIX 8

### Exit Card for Activity Centres

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What two activities did you enjoy most in the Lenten Activity Centres?

1\* \_\_\_\_\_  
\_\_\_\_\_

2\* \_\_\_\_\_  
\_\_\_\_\_

2. What is/are your favourite Lenten Symbols?  
Did you learn anything new today? Explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. If you were responsible for improving one of the activity centres, what would you recommend changing and or improving?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Extension for Appendix # 8

Students will be given an opportunity to consolidate their learning by discussing their exit cards with each other. A turn and talk model is recommended. A turn and talk model of discussions involves students turning to the student next to them and discussing the concepts (e.g. exit cards) with their partner.

APPENDIX 9

Prayer for Holy Week

***Loving God,***

***Guide my mind with your truth.***

***Strengthen my life by the example of Jesus.***

***Help me to be with Jesus in this Holy Week***

***as He demonstrates again His total love for me.***

***He died so that I would no longer be separated from  
You.***

***Help me to feel how close You are and to live in  
union with You.***

***Amen.***



# **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.

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

<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>	

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

**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)

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

### 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

	<b>CONSOLIDATION</b> • Providing opportunities for consolidation and reflection • Helping students demonstrate what they have learned
	<b>10 - 15 minutes</b> <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>

	<b>CONTINUED LEARNING OPPORTUNITIES</b>
	Further extensions to this lesson might include: <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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# **THOUGH MANY, WE ARE ONE**

## **UNIT 5b**

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

#### **Lesson 5**

#### **The Mass of the Lord's Supper: Holy Thursday**

## Unit 5b Lesson 5

### On the Lenten Journey to Holy Week

#### The Mass of The Lord's Supper: Holy Thursday

##### Lesson Overview

In this lesson, students will be learning about the parts of the Mass and Liturgy. A particular focus will be on the religious symbols present during the Last Supper (e.g. the Eucharist).

**Duration:** 120 minutes (3 periods)

#### CURRICULUM CONNECTIONS

##### Religious Education:

**Gr. 4 - LC1.3:** Explain how the Church is “mystery” (the Church is both a visible community of faith, hope and charity and a spiritual community – the mystical Body of Christ endowed with heavenly riches, both human and divine; a communion of God and persons and link this mystery to the call to holiness and our response.

**Gr. 5 - CL2.2:** Identify the elements of the liturgy of Mass that make Christ's presence visible through signs, words and the action of the Holy Spirit (The Assembly, the Liturgy of the Word, the Eucharistic Prayer, the Priesthood).

**Gr. 5 - CL2.3:** Explain how the prayers, ritual actions, and songs in the liturgy of the Mass can unite us in full, conscious and active participation and transform us into a community called to witness to the presence of Christ in the world.

##### Gr. 6 Fundamental Concept: CL2

The Mass is the source and summit of

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

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

Rights and Responsibilities  
Solidarity

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

**CGE1b:** participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story

**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

**CGE5a:** works effectively as an interdependent team member

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

<p>Christian life.</p> <p><b>Gr. 6 - CL2:</b> Understand the order of the Mass and the meaning of the various rites within the Liturgy.</p> <p><b>Gr. 6 - CL2.2:</b> Explain the significance and meaning of the “breaking of bread” for the early Church and its relationship to the concluding rite of Mass (being sent forth to serve and witness to Christ).</p> <p><b>Gr. 6 - CL3:</b> 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)).</p>	
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Guiding Questions (coming out of the Big Idea)	
<p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>• What are the specific components of the Liturgy?</li> <li>• What does “The Body of Christ Mean?”</li> <li>• What is “The Cup of Blood”?</li> <li>• What do the specific colours of the garments worn by a priest represent?</li> <li>• What specific symbols and rituals form our faith? (e.g. which are present during any Mass)</li> </ul> <p><b>Scripture Passage:</b></p> <ul style="list-style-type: none"> <li>• “The Last Supper” (Luke 22 1-38)</li> </ul>	

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"> <li>• Learn about The Mass of the Lord’s Supper (Holy Thursday Liturgy) and about the symbols of Lent and the symbols used during Mass throughout the year.</li> </ul> <p><b>Success Criteria</b>, 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><b>Terminology:</b></p> <p><b>“After taking the cup, He gave thanks and said:</b></p> <ul style="list-style-type: none"> <li>- ‘Take this and divide it among you. For I tell you I will not drink again of the fruit of the vine until the kingdom of God comes.’”</li> </ul> <p><b>“And He took bread, gave thanks and broke it, and gave it to them, saying:</b></p> <ul style="list-style-type: none"> <li>- ‘This is my body given for you; do this in remembrance of me.’”</li> </ul> <p><b>“In the same way, after the supper He took the cup, saying:</b></p> <ul style="list-style-type: none"> <li>- ‘This cup is the new covenant in my blood, which is poured out for you. But the hand of him who is going to betray me is with mine on the table. The Son of Man will go as it has been decreed, but woe to that man who betrays him.’”</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Student bibles or electronic devices and use of the following link for students:</li> <li>- “Bible for Catholics” By Greg Fairbrother on the Apple App Store.</li> <li>- iPads or Tablets for use of the free app audio voice recording.</li> <li>- Audio Memo App information (<i>See Appendix 1</i>)</li> <li>- Worksheets for activity centres (<i>See Appendix 2</i>)</li> <li>- Opening and Closing prayers (<i>See Appendix 3</i>)</li> <li>- Reflection on Liturgy (<i>See Appendix 4</i>)</li> </ul> <p><b>Internet Resources:</b></p> <ul style="list-style-type: none"> <li>- <b>“The Easter Triduum” Video YouTube Link:</b> <a href="https://www.youtube.com/watch?v=Yfc_EHNHBLI">https://www.youtube.com/watch?v=Yfc_EHNHBLI</a></li> </ul> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>- <b>Teaching the Mass with Narration:</b> <a href="https://www.youtube.com/watch?v=H5nzAxPY0Wo">https://www.youtube.com/watch?v=H5nzAxPY0Wo</a></li> <li>- <b>The Order of Mass:</b> <a href="http://catholic-resources.org/ChurchDocs/Mass.htm">http://catholic-resources.org/ChurchDocs/Mass.htm</a></li> <li>- <b>Outline of Roman Catholic Mass:</b> <a href="http://smcaustin.org/outline-of-the-roman-catholic-mass">http://smcaustin.org/outline-of-the-roman-catholic-mass</a></li> <li>- <b>The Eucharist - The Body of Christ:</b> <a href="http://catholicmom.com/2015/04/02/the-eucharist-the-body-of-christ/">http://catholicmom.com/2015/04/02/the-eucharist-the-body-of-christ/</a></li> <li>- <b>The Purpose of the Homily:</b> <a href="http://clarionherald.info/clarion/index.php/special-sections/year-of-renewal-the-mass/918-what-is-the-purpose-of-the-homily-at-sunday-mass">http://clarionherald.info/clarion/index.php/special-sections/year-of-renewal-the-mass/918-what-is-the-purpose-of-the-homily-at-sunday-mass</a></li> <li>- <b>Symbols of the Roman Catholic Church:</b> <a href="http://www.parishes.bne.catholic.net.au/maryborough/symbols.htm">http://www.parishes.bne.catholic.net.au/maryborough/symbols.htm</a></li> <li>- <b>Religious Symbols for Catholics:</b> <a href="http://www.iccreligiouseducation.com/catholic_symbols.cfm">http://www.iccreligiouseducation.com/catholic_symbols.cfm</a></li> <li>- <b>Together at One Altar:</b> <a href="http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=36">http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=36</a></li> </ul>

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

### MINDS ON

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

#### 5 minute rotations x 5 groups = 25 minutes + 10 minute Consolidation

Using the strategy called “**Numbered Heads**” (*see below on this page*), students will be visiting each activity centre and exploring the symbols used during a Liturgy and discussing their answers to the prompts below.

Students will record their answers to the Activity Centre prompts below using the free App called **Audio Memos** (*see Appendix 1*). An iPad will be provided at each Activity Centre. An alternative to using the iPad would be for students to add comments to a Google document that the teacher has provided. These comments would be added after each group rotation. It is recommended that each group has a student called the “recorder” who will either type in their responses, or speak for the audio recording.

Students will be numbered from 1-5 according to the number of Activity Centres. All of the 1’s will go to Activity Centre #1, the 2’s will go to Activity Centre #2, the 3’s will go to Activity Centre #3, the 4’s will go to Activity Centre #4 and finally the 5’s will go to Activity Centre #5.

#### Numbered Heads strategy:

##### Description

“Numbered heads is a structure whereby students are organized into collaborative groups and number off (for example, student number 1, student number 2, student number 3, student number 4). The teacher poses a problem and sets a time limit for each group to investigate the problem. The teacher then calls a number, and the student with that number in each group responds. This strategy has a simple structure with a short timeframe and can be used at any point in a learning experience while talking as they work collectively to respond to the question and ensure that each member of the group understands the answer. Numbered heads is used as an alternative to whole-class question-and-answer and as a way to support all class members simultaneously in review or consolidation of learning.”

*\* **Note** - students will rotate with their group to next Activity Centre after teacher signal (e.g. a horn, a bell, a countdown). \**

*\*See Appendix 2 for further details and worksheets for each centre.*

*\*See links listed in Resources and on worksheets to help find answers to the questions.*

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#### **Activity Centre # 1:** (*Appendix 2-(i)*)

1. What are the parts of any Mass?

*(Introductory Rites, Liturgy of the Word, Liturgy of the Eucharist, Concluding Rite. There are many parts within each of these main parts.)*

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

	<p><b><u>Activity Centre # 2:</u></b> <i>(Appendix 2-(ii))</i></p> <ol style="list-style-type: none"> <li>1. What is The Body of Christ?</li> <li>2. What is The Cup of Blood?</li> <li>3. What does each mean?</li> <li>4. What does each represent?</li> </ol>
	<p><b><u>Activity Centre # 3 Type of Vestments worn at Mass:</u></b> <i>(Appendix 2-(iii))</i></p> <ol style="list-style-type: none"> <li>1. What is The Alb worn by the Priest?</li> <li>2. What is Cincture worn by the Priest?</li> <li>3. What does the Green Vestment worn by the Priest represent?</li> <li>4. What does the White Vestment worn by the Priest represent?</li> <li>5. What does the Purple Vestment worn by the Priest represent?</li> </ol>
	<p><b><u>Activity Centre # 4: The Homily and Mass</u></b> <i>(Appendix 2-(iv))</i></p> <ol style="list-style-type: none"> <li>1. What is the homily?</li> <li>2. Are there any particular differences between a Sunday Mass during ordinary time and during Holy Week?</li> </ol>
	<p><b><u>Activity Centre # 5: The Liturgical Seasons</u></b> <i>(Appendix 2-(v))</i></p> <ol style="list-style-type: none"> <li>1. What are the similarities and differences between the procession and/or religious symbols used (e.g. decorations used for the altar) during Lent vs. Ordinary Time?</li> <li>2. What do they represent? (i.e. what do they mean?)</li> </ol>
	<p><b>Consolidation for Minds-On - 10 minutes</b></p> <p>Students should get an opportunity to share information found during activity centres. It would be a great opportunity to have informal discussion with their peers with a turn and talk scenario to share similarities and differences in what they learned (i.e., students discuss orally with those who are seated to the right or to the left of them who were not in their activity groupings).</p> <p><b>Discussion Description</b></p> <p>Ontario Curriculum Unit Planner quoted from the Ontario Ministry of Education and Training pg. 54: "Discussion is purposeful talk through which students explore thinking, respond to ideas, process information, and articulate their thoughts in verbal exchanges with peers and teachers. Discussion is used to promote and clarify understanding of concepts, ideas, and information in all subject areas. It places the emphasis on students talking and listening to each other. Students use discussion to make connections between ideas and experience and to reflect on a variety of meanings and interpretations of texts, experiences, and phenomena."</p>

## 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)

#### 75 minutes

If possible, arrange for the priest to lead a 'Teaching Mass' in the local church.

*\*Remind students to be respectful when in the House of God\*.*

If it is not possible to visit the church, the teacher can lead a Teaching Liturgy in the classroom to explain the parts of the Mass and to focus on the Symbols of the Mass.

In this activity, students will experience the teaching strategy of the **"Ceremony"** by listening to, and participating in a Liturgy - Ontario Curriculum Unit Planner pg. 23:

"Ceremony is the use of ritualistic and stylistic conventions and practices to depict unique and distinguishing features of historical or social traditions of a culture. Ceremony imposes a formal structure often with prescribed traditional movements, costumes or artifacts. Innovative use of ceremony can provide opportunities for students to demonstrate creative expression in dance and drama" (Ontario Ministry of Education)

#### Prayers and Gospel reading for "Teaching Liturgy" (see Appendix # 3a & b)

If you are not confident in leading the teaching liturgy, you may use the link titled: **"Teaching the Mass" with Narration.**

Discuss and explain responses that are used in the Mass.

Pause to allow discussion of student responses from each Activity Centre visited during the "Minds On" Activity. An assigned student can share the information recorded by each group. Discuss and explain particular religious symbols (e.g. colour used on the altar) highlighting the differences between a Mass in Ordinary Time vs. a Lenten Mass.

### CONSOLIDATION

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

#### 15 minutes

Have students complete the Reflection on Liturgy (*See Appendix #4*)

*\*Differentiated instruction: Students may use Audio Memo or other assistive technology to complete this reflection.*

When students are finished, the teacher will invite participation from students with the whole class to gain a good understanding of what students understood about the symbols and about what they liked and/or what they want to learn more about.



	CONTINUED LEARNING OPPORTUNITIES
	<p>Further extensions to this lesson might include:</p> <ul style="list-style-type: none"><li>• Invite another class to share in the celebration of the Eucharist with unleavened bread and grape juice.</li></ul> <p><b>Instructions for making unleavened bread:</b></p> <p><b>Ingredients:</b> 3 cups of all-purpose flour 2 tablespoons of butter or cooking oil 3 large eggs 1/2 cup of water or milk 1 teaspoon of salt</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"><li>1. Combine the dry ingredients, flour and salt, into a mixing bowl and mix them together.</li><li>2. Beat the oil and eggs together, then add this mixture to the aforementioned dry ingredient mixture.</li><li>3. Add the milk, then beat the mixture for 2 to 3 minutes until it is smooth.</li><li>4. Pour the batter into three greased 8 inch square baking pans.</li><li>5. Bake at 450 degrees F for 20 minutes.</li><li>6. Enjoy!</li></ol>

## APPENDIX 1

### Audio Memo App

Students are to choose a “Student Recorder” who will either record the audio, type in responses on a Google document or complete the worksheet below for each activity centre.

Description of the Free App from the App store called Audio Memos

“Audio Memos is a voice recorder for the iPhone and iPad. What you'll really like about Audio Memos, is that you can actually HEAR your recordings (try it and compare; you'll hear what we mean). It's also easy to use, with a simple and intuitive interface. Yet with many advanced features as volume boost, volume normalizing, editing of recordings and more. Most of these features are exclusive to this program, which makes it one of the most advanced recorders.”  
(Apple - Audio Memo App).



**APPENDIX 2 - (i)**

**Activity Centre # 1:**

**Group Members:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Record your thoughts first in writing (by the student designated as the “recorder”) and then record it on the Audio Memo app or on a Google document.

**1) What are the parts of any Mass? (e.g. Beginning - Father walks to the Altar with procession, Liturgy of the word...).**

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**Internet resources to help you find answers to the above questions:**

The Order of Mass: <http://catholic-resources.org/ChurchDocs/Mass.htm>

Outline of Roman Catholic Mass: <http://smcaustin.org/outline-of-the-roman-catholic-mass>

**APPENDIX 2 - (ii)**

**Activity Centre # 2:**

**Group Members:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Record your thoughts first in writing (by the student designated as the “recorder”) and then record it on the Audio Memo app or on a Google document.

**1) What is The Body of Christ?**

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**2. What is The Cup of Blood?**

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**3. What does each mean?**

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**4. What does each represent?**

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**Internet Resource to help you find answers to the above questions:**

The Eucharist - The Body of Christ: <http://catholicmom.com/2015/04/02/the-eucharist-the-body-of-christ/>

**APPENDIX 2 - (iii)**

**Activity Centre # 3**

**Type of Vestments Worn at Mass**

**Group Members:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Record your thoughts first in writing (by the student designated as the “recorder”) and then record it on the Audio Memo app or on a Google document.

**1. What is The Alb worn by the Priest?**

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**2. What is Cincture worn by the Priest?**

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**3. What does the Green Vestment worn by the Priest represent?**

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**4. What does the White Vestment worn by the Priest represent?**

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**5. What does the Purple Vestment worn by the Priest represent?**

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**Internet Resources to help you find answers to the above questions:**

Teaching the Mass with Narration: <https://www.youtube.com/watch?v=H5nzAxPY0Wo>

**APPENDIX 2 - (iv)**

**Activity Centre # 4**

**Differences/Similarities with the Mass in different Liturgical Seasons.**

**Group Members:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Record your thoughts, first in writing (by the student designated as the “recorder”) and then record it on the Audio Memo app or on a Google document.

**1. What is the homily?**

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**2. Are there any particular differences between a regular Mass during Ordinary Time and during Holy Week?**

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**Internet Resources to help you find answers to the above questions:**

Teaching the Mass with Narration: <https://www.youtube.com/watch?v=H5nzAxPY0Wo>

The Purpose of the Homily: <http://clarionherald.info/clarion/index.php/special-sections/year-of-renewal-the-mass/918-what-is-the-purpose-of-the-homily-at-sunday-mass>

**APPENDIX 2 - (v)**

**Activity Centre # 5**

**Differences/Similarities in Procession in different times throughout the year.**

**Group Members:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Record your thoughts first in writing (by the student designated as the “recorder”) and then record it on the Audio Memo app or on a Google document or written by hand.

**1. What are the similarities and differences between the procession and/or religious symbols used (e.g. decorations used for the altar) during Lent/Easter vs. Ordinary Time?**

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**2. What do they represent? (i.e. What do they mean?)**

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**Internet Resources to help you find answers to the above questions:**

Symbols of the Roman Catholic Church:

<http://www.parishes.bne.catholic.net.au/maryborough/symbols.htm>

Religious Symbols for Catholics:

[http://www.iccreligiouseducation.com/catholic\\_symbols.cfm](http://www.iccreligiouseducation.com/catholic_symbols.cfm)

Together at One Altar:

<http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=36>

**APPENDIX 3-a**

**Gospel Reading for “Teaching Liturgy”**

**Liturgy of the Lord’s Supper**

Adapted from John 14:25-31

“I have said these things to you while I am still with you. But the Advocate, the Holy Spirit, who the Father will send in my name, will teach you everything, and remind you of all that I have said to you. Peace I leave with you; my peace I give to you. I do not give to you as the world gives. Do not let your hearts be troubled, and do not let them be afraid. You heard me say to you, ‘I am going away, and I am coming to you.’ If you loved me, you would rejoice that I am going to the Father, because the Father is greater than I. And now I have told you this before it occurs, so that when it does occur, you may believe. I will no longer talk much with you for the ruler of this world is coming. He has no power over me, but I do as the Father has commanded me, so that the world may know that I love the Father. Rise, let us be on our way” John 14: 25-31

**Opening Prayer:**

“Let us begin today’s prayer with a sign of our faith: In the name of the Father, the Son and the Holy Spirit. Amen

Let us pray; Lord as we prepare to enter the mystery of three most holy days, we ask that you illuminate our minds and hearts with hope and promise of Christ’s passion, death and resurrection. Give us eyes to see Him in the breaking of the bread and hearts that reach out to Him in service to one another. We ask you this through Christ our Lord”. Amen

**APPENDIX 3-b**

**Closing Prayer for “Teaching Liturgy”**

**Closing Prayer:**

We begin with the sign of our faith:

In the Name of the Father, the Son and the Holy Spirit. Amen.

Lord, we thank You for the gift of Your son.

May our entry into the mysteries of His life, death, and resurrection  
give us the confidence to live with unshakeable faith  
in Your faithful and abiding Love.

We make this prayer to You in His name. Amen.

And may Almighty God bless us: Father, Son and Holy Spirit. Amen.

[www.catholic.org/prayers/prayer.php?p=216](http://www.catholic.org/prayers/prayer.php?p=216)

(This link has a digital reading of the Our Father.)



APPENDIX 4

**Reflection on Liturgy**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Which activity centre did you enjoy the most? Explain why.**

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**2. Explain two new findings - More specifically the symbols - that are used during Holy Week that you learned during the "Teaching Liturgy". What do these symbols mean/represent?**

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**3. What are some recommendations that you would give to your teacher so that students can learn more about Holy Thursday and the Lenten Liturgies?**

**OR**

**What would you like to explore more? (e.g. *I would like to focus on how incense is made and what it is used for*).**

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# **THOUGH MANY, WE ARE ONE**

## **UNIT 5b**

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

#### **Lesson 6**

#### **The Meaning of Good Friday**

## Unit 5b Lesson 6

### On the Lenten Journey To Holy Week

#### The Meaning of Good Friday

##### Lesson Overview

Students will understand the meaning of Good Friday through The Passion Narrative, scriptures and through performing a bibliodrama.

**Duration:** 80-120 Minutes (2-3 periods)

#### CURRICULUM CONNECTIONS

##### Religious Education:

##### Gr. 5 Fundamental Concept: CL3:

The Church celebrates the Liturgical seasons of Advent, Christmas, Lent, Easter and Ordinary Time to coincide with the Paschal Mystery of Christ's life.

**Gr. 5 - CL3:** Understand that the Liturgical year celebrates both the mysteries of Christ's life and memorial celebrations for the saints who are examples to us of Christ.

##### Gr. 6 Believing:

All that Jesus did and taught, both in his hidden and public life, is to be seen in the light of the mysteries of Christmas and Easter.

**Gr. 6 - BL2:** Demonstrate an understanding of the Church's teaching concerning the mysteries of the hidden and public life of Jesus Christ (incarnation, suffering and death, rising from the dead and ascending into heaven)

**Gr. 6 - CL3.1:** Make connections between the Church's Liturgy of the Word (i.e. Gospel) celebrated during Lent and Easter and the themes of reconciliation and salvation (e.g. Repentance, forgiveness, restitution,

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

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

Life and Dignity of the Human Person  
Rights and Responsibilities  
Solidarity

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

**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)

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

**CGE2b:** reads, understands and uses written materials effectively

**CGE5a:** works effectively as an interdependent team member

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

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

<p>hope and justice).</p> <p><b>Gr. 6 - BL2:</b> Demonstrate an understanding of the Church's teaching concerning the mysteries of the hidden and public life of Jesus Christ (incarnation, suffering and death, rising from the dead and ascending into heaven)</p> <p><b>Gr. 6 - CL3.1:</b> Make connections between the Church's Liturgy of the Word (i.e. Gospel) celebrated during Lent and Easter and the themes of reconciliation and salvation (e.g. Repentance, forgiveness, restitution, hope and justice).</p> <p><b>Gr. 6 - CL3.2:</b> Describe various ways Christ's death and Resurrection are expressed in both the sacraments of Initiation and the liturgical rites and symbols of the Easter Triduum (e.g. through symbols - Darkness / Light, Fire, the Paschal Candle, empty tabernacle; through word and song - Exultant, Scripture Readings; through sacramentals - incense, water, oils, cross).</p> <p><b>Gr. 6 - ML2.1:</b> Examine a selection of Scripture passages and summarize what Jesus taught his disciples to help form their conscience (live in accordance with God's will - Matt. 5-7: Beatitudes, Sermon on the Mount; instructions on becoming a disciple and servant - Matt. 25: Thy will be done - the Garden of Gethsemane: Matt. 26:36-46).</p>	<p><b>CGE7c:</b> seeks and grants forgiveness</p>
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GUIDING QUESTIONS (coming out of the Big Idea)	
	<p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>• What are all of the events leading up to Jesus' crucifixion, death and resurrection?</li> <li>• What is a bibliodrama?</li> <li>• Why do people use the term "The Passion"?</li> </ul>

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

### Scripture Passages:

- Mark 14:32-52 Gethsemane
- Matthew 26:47-56 The Betrayal and Arrest of Jesus.
- Matthew 26: 57-68 The Sanhedrin
- John 18:28-40 Jesus before Pilate
- John 19:1-16 Scourged & Condemned
- John 19:17-22 Jesus bears his cross
- John 19:23-27 The women at the cross
- John 19:28-30 Jesus dies on the cross
- Luke 23:32-43 Crucified as King
- Luke 23:44-49 Jesus' death
- Luke 23:50-56 Jesus' burial

### LEARNING GOALS

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

- Highlight The Passion of Christ and his death in understanding the meaning of Good Friday.

**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:

- The Passion of Christ
- Betrayal Trial
- The Sanhedrin
- The High Priests
- Pontius Pilate
- Scourging
- Crucifixion

#### Materials:

- Chart Paper, Markers, Copy of Scripture (optional).

#### Resources:

- Bibles
- Bibliodrama template sheet (*See Appendix 1*)
- Teacher Feedback Sheet (*See Appendix 2a*)
- Description of Learning Log (*See Appendix 2b*)
- Learning Log (*See Appendix 3*)

#### Internet Resources:

- **Prayers for Good Friday:**
- <http://godspace-msa.com/2012/03/28/good-friday-prayer-2012/>
- <http://www.catholic.org/prayers/prayer.php?p=816>

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

	<p><a href="http://www.catholic.org/prayers/prayer.php?p=1224">http://www.catholic.org/prayers/prayer.php?p=1224</a></p> <ul style="list-style-type: none"> <li>- <b>The Passion of Jesus according to John:</b> <a href="http://oremus.org/liturgy/lhwe/john.html">http://oremus.org/liturgy/lhwe/john.html</a></li> <li>- <b>Bibliodrama foreword by Peter Pitzele</b> <a href="http://www.bibliodrama.com/what-is-bibliodrama">http://www.bibliodrama.com/what-is-bibliodrama</a></li> <li>- <b>Teen Song of Mark - Presentation of the Passion</b> <a href="https://www.youtube.com/watch?v=tp2g_9wea9I">https://www.youtube.com/watch?v=tp2g_9wea9I</a></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>20 minutes</b></p> <p>Begin with a Prayer for Good Friday (<i>See Resource links for suggestions</i>)</p> <p><b>Group Scripture Analysis:</b> Organize students into 5 groups of 3-4 per group.</p> <p>Have students read and discuss the meaning of each scripture passage from Good Friday. Students can record their ideas on chart paper.</p> <ul style="list-style-type: none"> <li>• <b>Group # 1: Scripture = Mark 14:32-52</b> Gethsemane, <b>Matthew 26:47-56</b> The Betrayal and Arrest of Jesus.</li> <li>• <b>Group # 2: Scripture = Matthew 26: 57-68</b> The Sanhedrin, <b>John 18:28-40</b> Jesus before Pilate</li> <li>• <b>Group # 3: Scripture = John 19:1-16</b> Scourged &amp; Condemned, <b>John 19:17-22</b> Jesus bears his cross,</li> <li>• <b>Group # 4: Scripture = John 19:17</b> Mary Meets Jesus, <b>Luke 23:26</b> Simon helps Jesus</li> <li>• <b>Group #5: Scripture = Luke 23:32-43</b> Crucified as King, <b>Luke 23:44-49</b>, Jesus' death, <b>Luke 23:50-56</b> Jesus' burial</li> </ul>
	<p><b>Discussion: Minds On Activity - 10 minutes</b></p> <p>Have students lead an informal discussion with their peers with a turn and talk scenario to share what they had found during the group activity with students from other groups.</p> <p><b>Discussion Strategy Description</b></p> <p>Ontario Curriculum Unit Planner quoted from the Ontario Ministry of Education and Training pg. 54: "Discussion is purposeful talk through which students explore thinking, respond to ideas, process information, and articulate their thoughts in verbal exchanges with peers and teachers. Discussion is used to promote and clarify understanding of concepts, ideas, and information in all subject areas. It places the emphasis on students talking and listening to each other. Students use discussion to make connections between ideas and experience and to reflect on a variety of meanings and interpretations of texts, experiences, and phenomena."</p>

## 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)

#### 40 - 80 minutes

Using a whole group discussion format, the teacher will go through the students' charts (created in the Minds On Activity) and will use a "Highlights Summary" strategy. In this strategy the teacher uses different colours of highlighters to highlight important information from the scripture passages writing directly on the students' charts while discussing them with the class. (About 10 minutes)

Next, students will work on a **Bibliodrama** (<http://www.bibliodrama.com/what-is-bibliodrama>).

"Bibliodrama...is a form of role playing or improvisational theatre using Bible stories (Peter Pitzele from the bibilodrama website) of The Passion."

(See Appendix 1 for a student template on the bibliodrama).

#### Criteria for the Bibliodrama:

Goal: Students will learn about Good Friday by completing a biblical reenactment of the passage selected.

- Students will remain in the same groupings (3-4 students) as in the *Minds On Activity*.
- Students will use the same scripture passages that they discussed and read during the *Minds On Activity*.
- Students will act through a bibliodrama regarding the specifics of the scripture passages.

#### **\*Notes for students:**

- Decide who is going to play which characters.
- Rehearse your parts so that the bibliodrama runs smoothly.
- Be ready to share these bibliodrama with the rest of the class during the whole class presentations.

Here is an example of a script for the bibliodrama for a **Good Friday Production**:

<http://oremus.org/liturgy/lhwe/john.html>

See Appendix 2a for a **Teacher Feedback** sheet to be used while students are working on their group work on the bibliodrama activity.

*\*\*Note: It may be beneficial for students to see a formal production of the Passion*

*[https://www.youtube.com/watch?v=tp2q\\_9wea9I](https://www.youtube.com/watch?v=tp2q_9wea9I) (begins about 10 minutes into the video).*

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

### CONSOLIDATION

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

#### 20 minutes

Students will share their bibliodramas with the rest of the class in using a **round table discussion format** (*see below*). The goal is to highlight important information from what students have learned for Good Friday.

Teacher will complete a **Teacher Feedback/Evaluation Sheet** (*See Appendix 2a*). Once students present their bibliodrama reenactment to the class, they will complete a Learning Log (*See Appendix 3 for a learning log template and Appendix 2b for further explanation*).

#### Round Table Discussion Format

Description from the Ontario Ministry of Education and Training Curriculum Unit Planner  
“Round table is an information-sharing strategy that is used to generate multiple answers to a question posed by the teacher. Students respond in writing to a question that requires factual answers rather than conceptual or controversial responses. In sequential round table, one piece of paper is circulated and students add information that answers the question as it comes to them. In a simultaneous round table, each student responds on a separate piece of paper. At the end of both writing activities, the students present their answers to the class. This strategy encourages students to take turns, listen actively to peers, and add information to build on the ideas of others. In the next step in the strategy, students can develop categories about the topic and organize their answers into the appropriate categories.”

To close, lead the students in a Closing Prayer for **Good Friday**.

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Give students time to plan and present “**The Passion of Jesus**” play.
- Invite other students from other classes to generate interest.
- Plan this well in advance as it may take weeks or months for this production. You could form a cooperative club where students collaborate at lunch and afterschool to rehearse and prepare for the play.



## APPENDIX 1

### Bibliodrama Template Sheet for Group Work

**Group Members:** \_\_\_\_\_

**Biblical Passage selected:** \_\_\_\_\_

- 1) Mark 14:32-52 Gethsemane, Matthew 26:47-56 The Betrayal and Arrest of Jesus.  
OR
- 2) Matthew 26: 57-68 The Sanhedrin, John 18:28-40 Jesus before Pilate  
OR
- 3) John 19:1-16 Scourged & Condemned, John 19:17-22 Jesus bears his cross  
OR
- 4) John 19:17 Mary Meets Jesus, Luke 23:26 Simon helps Jesus  
OR
- 5) Luke 23:32-43 Crucified as King, Luke 23:44-49, Jesus' death, Luke 23:50-56 Jesus' burial

#### **Explanation of a Bibliodrama:**

"Bibliodrama...is a form of role playing or improvisational theatre using Bible stories" (Peter Pitzele from the bibilodrama website) of The Passion."

#### **Criteria for BiblioDrama:**

**Goal:** Students will learn about Good Friday by completing a biblical reenactment of the passage selected.

#### **Criteria:**

- Students will remain in the same groupings (3-4 students) as in the Minds-On Activity.
- Students will continue the same scripture passage that they discussed and read during the Minds-On activity and will further it by reenacting a bibliodrama regarding the specifics of this passage.
- Decide who is going to play which characters.

#### **Complete the template to help you with your planning:**

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

Role(s) and Character(s) Chosen: \_\_\_\_\_

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

Role(s) and Character(s) Chosen: \_\_\_\_\_

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

Role(s) and Character(s) Chosen: \_\_\_\_\_

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

Role(s) and Character(s) Chosen: \_\_\_\_\_

**APPENDIX 2a**

**Teacher Feedback and Criteria Sheet for BiblioDrama**

**Concept: Reenactment of Scripture Passage regarding Good Friday**

**Look-Fors in achieving bibliodrama from the activity:**

**Religious Vocabulary, acting skills, accurate use of information from the scripture passages regarding Good Friday.**

**Teacher's Notes:**

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**Learning Skills (Work Habits):** \_\_\_\_\_

**Look-Fors:**

**Group Work Skills  
(On Task, works effectively as a team member, respects the ideas of others).**

**Teacher's Notes:**

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**APPENDIX 2b**

**Learning Log**

**After students have presented their activity, they will go back to their seats to complete a reflective independent learning log.**

**Here is a description from the Ontario Ministry of Education and Training:**

“The learning log/journal is a sustained, written reflection on the process and content of learning. Learning logs/journals require regular entries, but may be used at different points in a unit or topic (at the beginning of a lesson to focus learning and make connections to previous lessons, or during the lesson to consolidate learning and ensure understanding). They can be used to record observations (for instance, monitoring plant growth, recalling classroom discussions), to track learning through independent study, and to assess progress and attitude to learning. Learning logs require the reflective participation of the student. The teacher may respond to student reflections orally or in writing, in both formal and informal ways.” (Ontario Curriculum Unit Planner - Queens Printer).

**APPENDIX 3**

**Learning Log for Good Friday Activity**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 1) Using the bible passage that you studied from Good Friday, write a 1 paragraph summary regarding the specifics of its meaning.

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- 2) Write about two events that you enjoyed from the bibliodrama activity (e.g. either from your groups' presentation or from a peers' presentation).

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- 3) In your own words, reflect on the *Big Idea* of Good Friday. What is Good Friday?

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# **THOUGH MANY, WE ARE ONE**

## **UNIT 5b**

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

#### **Lesson 7**

#### **Good Friday – We Remember**

## Unit 5b Lesson 7

### On the Lenten Journey to Holy Week

#### Good Friday - We Remember

##### Lesson Overview

Students will develop a deeper understanding of the meaning of Good Friday, and will investigate symbols that represent this Holy Day.

**Duration:** 120-160 minutes  
(3-4 periods in length)

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p><b>Religious Education:</b> <b>Gr. 5 Fundamental Concept: CL3:</b> The Church celebrates the Liturgical seasons of Advent, Christmas, Lent, Easter and Ordinary Time to coincide with the Paschal Mystery of Christ's life.</p> <p><b>Gr. 6 Believing:</b> All that Jesus did and taught, both in his hidden and public life, is to be seen in the light of the mysteries of Christmas and Easter.</p> <p><b>Gr. 6 - BL2:</b> Demonstrate an understanding of the Church's teaching concerning the mysteries of the hidden and public life of Jesus Christ (incarnation, suffering and death, rising from the dead and ascending into heaven).</p> <p><b>Gr. 6 - CL3.2:</b> Describe various ways Christ's death and Resurrection are expressed in both the sacraments of Initiation and the liturgical rites and symbols of the Easter Triduum (e.g. through symbols - Darkness / Light, Fire, the Paschal Candle, empty tabernacle; through word and song - Exultant,</p>	<p><b>The Catholic Social Teachings evident in this lesson include:</b> Life and Dignity of the Human Person Rights and Responsibilities</p> <p><b>The Ontario Catholic School Graduate Expectations evident in this lesson include:</b></p> <p><b>CGE1c:</b> actively reflects on God's Word as communicated through the Hebrew and Christian scriptures</p> <p><b>CGE1h:</b> respects the faith traditions, world religions and the life-journeys of all people of good will</p> <p><b>CGE2a:</b> listens actively and critically to understand and learn in light of gospel values</p> <p><b>CGE2b:</b> reads, understands and uses written materials effectively</p> <p><b>CGE5a:</b> works effectively as an interdependent team member</p> <p><b>CGE5e:</b> respects the rights, responsibilities and</p>

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

Scripture Readings; through sacramentals - incense, water, oils, cross).	contributions of self and others
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GUIDING QUESTIONS (coming out of the Big Idea)	
<p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>• Why did Jesus forgive Judas for his betrayal?</li> <li>• What is the significance of the crown of thorns?</li> <li>• Why did Jesus sacrifice himself through torture and crucifixion?</li> <li>• How is the Good Friday Liturgy different from a Mass?</li> </ul> <p><b>Scripture Passages:</b></p> <ul style="list-style-type: none"> <li>• “The Son of Man must suffer greatly...and be killed...” Mark 15:25, 33</li> </ul>	

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"> <li>• Understand the literal meaning of Good Friday</li> <li>• Give meaning to the symbols of the Easter Triduum (e.g. through symbols - Darkness / Light, Fire, the Paschal Candle, empty tabernacle; through word and song - Scripture Readings; through sacramentals - incense, water, oils, cross).</li> <li>• Reflect and Pray on Jesus’ Sacrifice - our Saviour</li> </ul> <p><b>Success Criteria</b>, 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><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>- The Passion of Christ</li> <li>- Crucifixion</li> <li>- Saviour</li> <li>- Good Friday or Great Friday or Holy Friday</li> <li>- Somber</li> <li>- Tabernacle</li> <li>- Incense</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Art &amp; Craft supplies: see instructions of each craft for details</li> <li>- Electronic devices such as iPads or Tablets, <i>Padlet</i> App.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- Research worksheets (<i>See Appendices 1-i to 1-v</i>)</li> <li>- Template for Teacher anecdotal notes (<i>See Appendix 2</i>)</li> <li>- Web Graphic Organizer (<i>See Appendix 3</i>)</li> </ul>

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

<ul style="list-style-type: none"> <li>- Water</li> <li>- Oils</li> <li>- Paschal Candle</li> </ul> <p><b>Interesting Facts:</b></p> <ul style="list-style-type: none"> <li>- Some Catholics wear black on Good Friday, cover their mirrors, extinguish candles and any lamps burning before icons, keep amusements and distractions down, and go about the day in great solemnity.</li> <li>- Eating Fish on Good Friday (or Fridays in general): Historically, since about the second century of Christianity, Christians abstained from meat on Friday as a kind of sacrifice and reminder that acknowledged Jesus' sacrifice on the Cross. It's also why we proclaim the sorrowful mysteries of the rosary on Friday.</li> </ul>	<p><b>Internet Resources:</b></p> <ul style="list-style-type: none"> <li>- <b>Song "The Power of the Cross" by Kristyn Getty</b> <a href="https://www.youtube.com/watch?v=aowdjLeaCYs&amp;index=1&amp;list=PL6F51E640736594DD">https://www.youtube.com/watch?v=aowdjLeaCYs&amp;index=1&amp;list=PL6F51E640736594DD</a></li> <li>- <b>Behold the Wood of the Cross Sung by Jesuits</b> <a href="https://www.youtube.com/watch?v=baxQqo891tw">https://www.youtube.com/watch?v=baxQqo891tw</a></li> <li>- <b>What is Good Friday?</b> <a href="http://www.catholic.org/clife/lent/friday.php">http://www.catholic.org/clife/lent/friday.php</a></li> <li>- <b>Why do Catholics Only Eat Fish on Good Friday</b> (Busted Halo): <a href="http://bustedhalo.com/questionbox/did-catholics-only-eat-fish-on-friday-because-they-had-an-agreement-with-fisheries">http://bustedhalo.com/questionbox/did-catholics-only-eat-fish-on-friday-because-they-had-an-agreement-with-fisheries</a></li> <li>- <b>Padlet Online Free Application:</b> <a href="https://padlet.com/">https://padlet.com/</a></li> <li>- <b>Who Wants to be a Millionaire</b> free template: <a href="http://www.internet4classrooms.com/technology_tutorials/powerpoint_game_templates_technology_tutorials.htm">http://www.internet4classrooms.com/technology_tutorials/powerpoint_game_templates_technology_tutorials.htm</a></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>20 minutes</b></p> <p>Watch the music video clip "Catholic Hymn, Behold The Wood Of The Cross" by the St. Louis Jesuits on Good Friday <b>OR</b> "The Power of The Cross" by Kristyn Getty. <i>(See links in resources)</i></p> <p>Discuss the following questions: <i>(This may be done as a full class or in small groups.)</i></p> <ul style="list-style-type: none"> <li>• What is the song about?</li> <li>• What did you like or dislike about the video? (consider: melody, tempo, lyrics, meaning, pictures, captions, etc.)</li> <li>• How does the song help you to better understand Good Friday?</li> <li>• What else might you want to learn about Good Friday?</li> </ul>
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## 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)

### **Part 1 - Research**

**40-80 minutes** (*See Appendices 1-i through 1-v for details on each activity centre.*)

It is recommended that the action of this lesson be split up into 2 periods - 1 period for the re-search task and 1 period for the art activity/consolidation.

Organize students into 5 groups for 5 different activity centres.

*Note – In a large class, you may choose to assign multiple groups to each activity to keep group size small.*

### **Instructions for students:**

Complete one activity centre, then use all that you have learned to create a web graphic organizer representative of Good Friday.

- Use technology (e.g. iPads, Tablet, Chromebook) to help you access further information.
- Use the links given as well as independent research to complete the questions on the research worksheet.
- Include both writing and images in your web.

### ***Alternate Consolidation for Research Tasks***

**20-30 minutes**

Students will consolidate their learning using the “Who Wants to be a Millionaire” free template. Teacher can demonstrate how to enter a question and four responses. Student groups will work together to create a game which incorporates all of the concepts from their research about Good Friday.

*\*Differentiated instruction: Teacher can prepare a game in advance and have students play in teams.*

**Part 2 - Good Friday Art/Craft Activity Centres**

**15-75 minutes (Depending on how many art activities each student will create)**

There are different ways you could approach this activity. You may want to give students an opportunity to rotate through each centre OR to focus on just 1 or 2 activities.

Please allot class time accordingly. Each centre should take about 15 minutes.  
See *Appendix 2* for Teacher Anecdotal sheet.

**Activity Centre # 1: Calvary Hill Paper Plate Craft**

<http://www.catholicinspired.com/2013/03/calvary-hill-paper-plate-craft.html>



**Materials:**

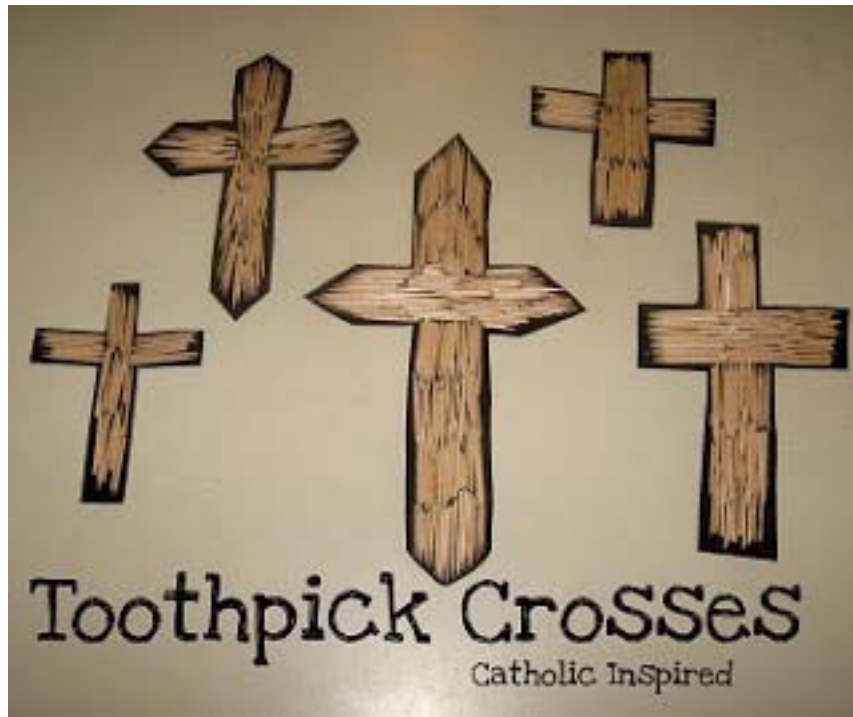
- a paper plate
- brown paper
- crayons
- scissors
- glue

**Instructions for students:**

- Cut a half circle in the middle of a plate
- Fold half circle to form the hill
- Colour the plate making it resemble a hill
- Cut out 3 crosses and glue them to the hill
- Add Jesus' tomb

## Activity Centre # 2 : Tooth Pick Crosses

<http://www.catholicinspired.com/2013/03/good-friday-crafts-and-activities-plus.html>



### Materials:

- Black Construction paper
- Glue
- Toothpicks
- Scissors

### Instructions for students:

- Cut out black construction paper in the form of a cross
- Glue toothpicks throughout the cross and fill
- Leave to dry for 15 minutes

### Activity Centre #3: Family at the Foot of the Cross

<http://www.catholicinspired.com/2013/03/good-friday-crafts-and-activities-plus.html>



#### Materials:

- Buttons
- Black Felt or Construction Paper
- Canvas
- Cardboard
- Glue and Glue Gun

#### Instructions for students:

- Cut out a 8 1/2 by 11 piece of cardboard
- Wrap a piece of canvas around the cardboard and staple
- Cut out three crosses using construction paper and glue to the canvas (you may need fabric glue or a glue gun)
- Decorate the bottom of the cross (family at the foot of the cross) using buttons. Ensure to glue each button on
- Let the art dry for 30 minutes

### Activity Centre #4: Clothes-Pin Crucifix

<http://www.catholicinspired.com/2011/04/good-friday-craft-clothes-pin-crucifix.html>



#### Materials:

- 2 sheets of brown construction paper
- small 2.5 cm circle of yellow paper
- small piece of white paper
- 3 clothes pins taken apart with metal hinge removed
- tissue (2 to 3 cm piece)
- tape
- glue (white glue and/or hot glue)
- coloured pencils (brown, black, red and orange)
- scissors

#### Instructions:

- Fold the construction paper every 2.54 cm to make a flat 2.54 x 15 cm long stiff vertical cross section. (Fold in one direction, not back and forth like a fan. It's like rolling up the paper but flattening the roll as you go.)
- Tape the end of the paper to one of the flat sides. This side will be the back of the cross.
- Cut the other piece of construction paper down to 15 cm x 13 cm. Fold it like the first, but to make a 2.54 cm x 13 cm horizontal cross section.
- Tape the two sections together on the back side to create a cross.
- Glue two clothespin parts back to back to create Jesus' body. Then add the two clothes pin parts to create his legs. (see image)
- With coloured pencils, draw Jesus' face, hair, and crown of thorns
- Cut out a 1" circle of yellow paper and color the outer edge with orange and glue it down at the center of the cross sections where the two parts intersect. This is the halo.
- Glue Jesus' body and legs to the cross, placing his head at the center of the halo.
- Add the arms as shown in the picture
- Use pencil crayon to add nail marks and blood.
- With a black pencil write INRI on the white paper and draw a brown square shape around it. Cut it out and glue it to the top of the cross.

**Activity Centre #5: Make a Paper Crown of Thorns**

<http://www.catholicinspired.com/2012/03/make-paper-crown-of-thorns.html>



**Materials:**

- Brown construction paper (12 x 18 inch sheet)
- Scissors
- Stapler
- Tissue paper

**Instructions for students:**

- Cut 12 x 18 inch of brown construction paper into 4 long parts
- Cut one of the sections into three parts, but leave them together on one end
- Braid the paper like you would braid hair (*See link for instructions and helpful pictures*)
- When braiding paper: After the first two times you cross the center strip, flip the strips of paper as it crosses the center strip. (The top of the strip is now the bottom) If you don't flip the third strip and those after it, the paper will just curl up as you braid and that will be difficult to manage.
- Also, make sure that you don't try to make the braid tight or the paper will rip.
- Make as many as you need to get the size crown that you want.
- Staple the end of one braided piece to the end of another.
- Staple them together to make a circle
- Snip small "thorns" in the edge of the braided strips.
- Cover the entire braided wreath with these points.
- You may need to curl the thorns out so you can better see them.

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

### CONSOLIDATION

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

#### 20 minutes

Students will display their art work using a **Carousel** format.

“Carousel is an information strategy that allows students to share a project, a summary of an article, or a research report with several groups in the classroom. One student in each group is designated to share the information and remains in place, while the rest of the group rotates to listen to the designated speaker from another group. This occurs in a rotational sequence with all the groups in the class. Variations of the carousel strategy can include the designated spokesperson from each group (Student #1) moving one team/group to the right and presenting to the remaining students in that group. This strategy gives importance and context to a student’s work and develops personal accountability as the student presents to an audience beyond the teacher. It enables students to develop self-confidence and to practice presentation skills. It also prevents time-consuming and repetitive reports to the whole class.” (*Ontario Curriculum Unit Planner: Teaching/Learning Strategies Companion* © Queen’s Printer for Ontario, 2002)

Students will use a *Padlet* online bulletin board to post information about what they have learned through the art and craft centres.

Add interesting points, photos, links and facts about the activity centres that you visited and/or were a part of. This is a great way to share your thoughts from the activity centres.

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- If students demonstrate a lot of interest in the activity centres, they can extend their artistic ability by creating their own artistic works without using materials and instructions given to them throughout the activity centres. They can add their own materials and ideas to the various activity centres (e.g. extending the crown of thorns without using construction paper, using actual wood instead of the clothes pins for the cross, changing the buttons to a material of student choice, substituting toothpicks with another resource, using a wood platform instead of a paper plate).



## APPENDIX 1-i

### Template for Research Task # 1

Group Member Names: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Instructions for this task:**

Research and create a web graphic organizer (or fill in the lines given in the template) with all of the ideas you have found regarding the following symbols/facts/music videos/songs/discussion questions representative for Good Friday:

1. How is the Good Friday Liturgy different from a Mass?

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2. Why do Catholics not eat meat on Good Friday? (or they do not eat meat on any given Friday throughout the year?)

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3. Using the Busted Halo website: <http://bustedhalo.com/questionbox/did-catholics-only-eat-fish-on-friday-because-they-had-an-agreement-with-fisheries>, write a description about how Catholics remember and honour Jesus on Good Friday.

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**APPENDIX 1-ii**

**Template for Research Task # 2**

Group Member Names: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions for this task:**

Research and create a web graphic organizer (or fill in the lines given in the template) with all of the ideas you have found regarding the following symbols/facts/music videos/songs/discussion questions representative for Good Friday:

1. What is the history of why the Friday before Easter is called Good Friday?

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2. What is Good Friday also known as? What does INRI stand for?

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3. Find any interesting facts about Good Friday that you did not already know. Ensure that your search includes the word Catholic as there are differences between Catholic Beliefs about Good Friday and those of other Christians. You may visit [catholic.org](http://catholic.org) for more information. Add this to your graphic organizer (see **Appendix 3**) or complete using the space provided.

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**APPENDIX 1-iii**

**Template for Research Task # 3**

Group Member Names: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions for this task:**

Find various music videos or Songs on Good Friday. Complete a **reflection sheet** in the following regarding the meaning of Good Friday.

**Reflection on your choice of songs or music video**

**Title of song or music video:** \_\_\_\_\_

**Reflection Questions:**

1. Write a summary about this song or music video? (e.g. What was it all about? What religious meaning did it have?)

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2. What did you dislike or like about the song or music video? (e.g. melody, tempo, lyrics, meaning, pictures, captions etc.)

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3. How does the song help you understand Good Friday better? (If it did not help you understand Good Friday better, then please write recommendations on how to improve this activity or items that you would like to learn.)

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**APPENDIX 1 - iv**

**Template for Research Task # 4**

Group Member Names: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions for this task:**

Research and write a detailed description for the following symbols:

**1. Symbolism for Darkness/Light, Fire** (What do they mean or represent?)

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**2. Empty tabernacle** (What does it mean or represent?)

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**3. Sacramentals - incense, water, oils, cross** (What do they mean or represent?)

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**4. What is the crown of thorns?** (What does it mean or represent?)

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**5. Why did they call Jesus the King of Jews?**

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**APPENDIX 1-v**

**Template for Research Task #5**

Group Member Names: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions for this task:**

Research and add Scripture Passages for Good Friday.

1. Scripture Passage: \_\_\_\_\_

Meaning: \_\_\_\_\_

2. Scripture Passage: \_\_\_\_\_

Meaning: \_\_\_\_\_

3. Scripture Passage: \_\_\_\_\_

Meaning: \_\_\_\_\_

4. Scripture Passage: \_\_\_\_\_

Meaning: \_\_\_\_\_

5. Scripture Passage: \_\_\_\_\_

Meaning: \_\_\_\_\_

## APPENDIX 2

### Template for Teacher's Anecdotal Notes

*To be completed while students are working on the Good Friday Art activities.*

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

**Art Design:** \_\_\_\_\_

*"Look-Fors"* in achieving Good Friday Art Activity from the activity:

Religious Vocabulary, Religious concept integration into the Art designs, use of information is accurate in the creation of art designs.

**Teacher's Notes:**

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**Learning Skills (Work Habits):** \_\_\_\_\_

*"Look-Fors"*: Group Work Skills (On Task, works effectively as a team member, follows instructions, respects the ideas of others).

**Teacher's Notes:**

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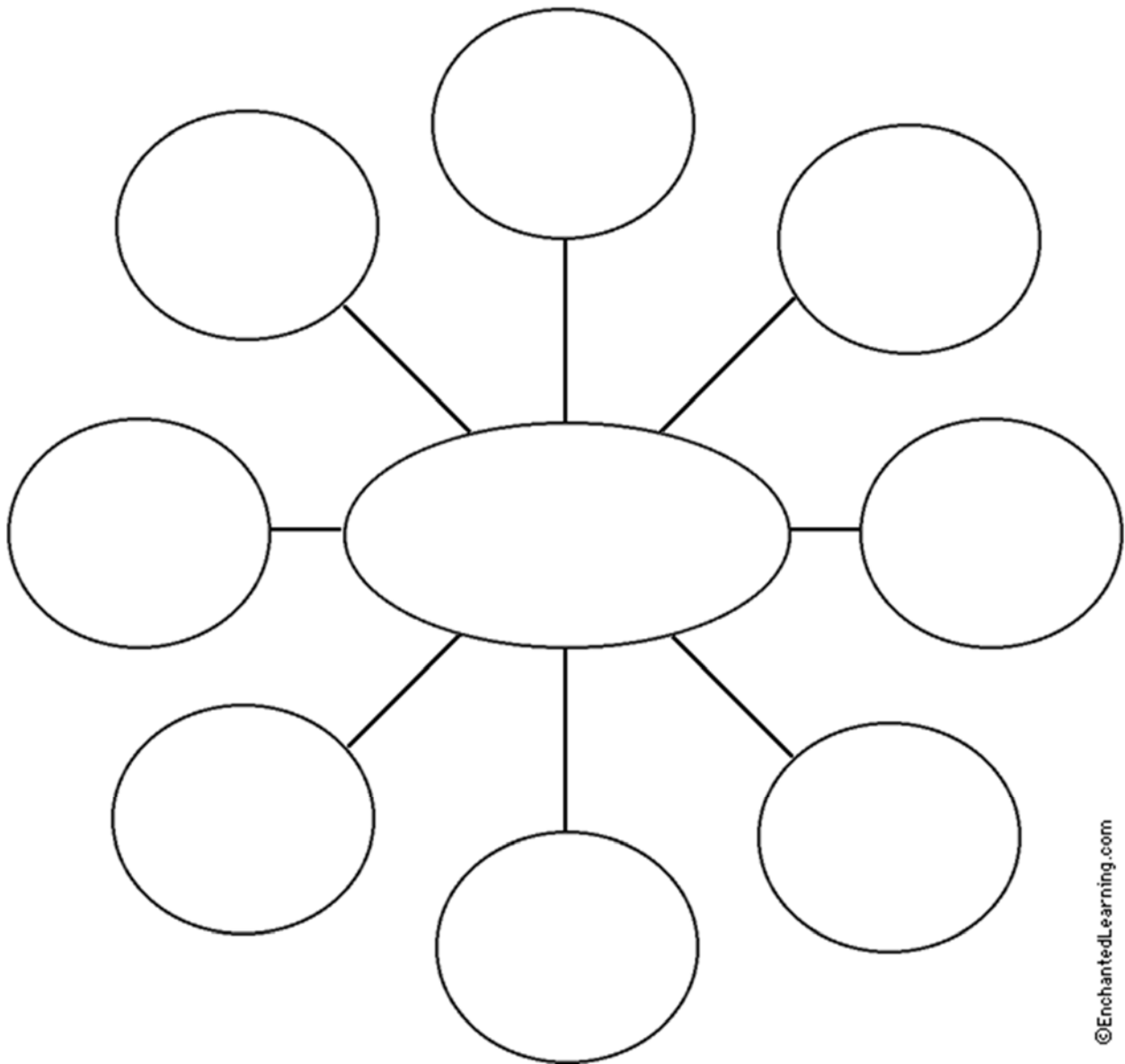
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## **Though Many, We Are One - Religious Education for Combined Junior Grades**

**APPENDIX 3**

**Web Graphic Organizer**



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# **THOUGH MANY, WE ARE ONE**

## **UNIT 5b**

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

#### **Lesson 8**

#### **The Stations of the Cross**



## Unit 5b Lesson 8

### On the Lenten Journey To Holy Week

#### The Stations of the Cross

##### Lesson Overview

Students will learn about the Stations of the Cross by reflecting on its meaning through prayer.

**Duration:** 120 minutes (3 class periods)

#### CURRICULUM CONNECTIONS

##### Religious Education:

##### Gr. 4 Fundamental Concept: PR1:

God's universal call to prayer and our human response.

##### Big Ideas:

Jesus taught his disciples how to pray to God through his example (i.e. seeking solitude, humility and confidence, praying from the heart) and by teaching them the Lord's Prayer (the Our Father).

**Gr. 4 - PR1.2:** Examine John's Gospel (i.e. Jn. 17) and identify the meaning of the unique aspects of Jesus' prayer when "his hour" came to go to the Father (i.e. once and for all, unity, a priestly prayer, fulfills the petition of the Our Father) and where these themes are expressed in the Eucharistic prayer.

**Gr. 5 - BL2:** Demonstrate an understanding of the Church's teaching concerning the mysteries of the hidden and public life of Jesus Christ (incarnation, suffering and death, rising from the dead and ascending into heaven).

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

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

Life and Dignity of the Human Person  
Rights and Responsibilities  
Solidarity

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

**CGE1a:** Illustrates a basic understanding of the saving story of our Christian faith

**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

**CGE2b:** Reads, understands and uses written materials effectively

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

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<p><b>Gr. 5 - PR2.3:</b> Develop and present using different forms of prayer and some of the common prayers and devotions of the Church, liturgical celebrations that reveal the Mystery of Christ as it unfolds in the seasons of the liturgical year (e.g. Mary – rosary, Sacred Heart, etc.).</p>	<p><b>CGE4f:</b> Applies effective communication, decision-making, problem-solving, time and resource management skills</p>
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GUIDING QUESTIONS (coming out of the Big Idea)	
	<p><b>Big Idea:</b> Students will learn the concepts and details of the Stations of the Cross through the following questions:</p> <ul style="list-style-type: none"> <li>• What does each station tell us about the last hours of Jesus' life up until his death?</li> <li>• Why are prayers associated with each Station of the Cross?</li> <li>• Which prayers take place at each Station of the Cross?</li> </ul> <p><b>Scripture Passages:</b></p> <p>- 1st Station of the Cross <b>Jesus is condemned to death:</b> Mark 15: 1-15, Matthew 27:23-31</p> <p>- 2nd Station of the Cross <b>Jesus takes up the Cross:</b> John 19:13-17, John 19: 5</p> <p>- 3rd Station of the Cross <b>Jesus falls for the first time:</b> Isaiah 53: 4-7, Matthew 11:28-30</p> <p>- 4th Station of the Cross <b>Jesus meets his Mother: John 19: 25-27</b></p> <p>- 5th Station of the Cross <b>Simon of Cyrene helps Jesus carry his Cross:</b> Mark 15:21</p> <p>- 6th Station of the Cross <b>Veronica wipes the face of Jesus:</b> John 14: 9, Matthew 25:40</p> <p>- 7th Station of the Cross <b>Jesus falls the second time:</b> Hebrews 4:15, Isaiah 63: 9</p> <p>- 8th Station of the Cross <b>The Jesus consoles the women of Jerusalem:</b> Luke 23: 27-31</p> <p>- 9th Station of the Cross <b>Jesus falls the third time:</b> Luke 22: 28-32</p>

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- 10th Station of the Cross

**Jesus is stripped of his garments:** John 19: 23-24

- 11th Station of the Cross

**Jesus is nailed to the Cross:** Luke 23: 33-43

- 12th Station of the Cross

**Jesus dies on the Cross:** John 19: 28-37, Matthew 27: 50

- 13th Station of the Cross

**Jesus is taken down from the Cross:** John 19: 38-40

- 14th Station of the Cross

**Jesus is laid in the Tomb:** Mark 15: 46-47

### LEARNING GOALS

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

- Recall details of the Stations of the Cross and associated scripture passages

**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:

- Stations of the Cross
- Crucifixion
- Saviour
- Condemned to Death
- Garments
- Tomb
- Nailed to the Cross
- Laid in the Tomb
- Elijah

#### Materials:

- Chart Paper, Markers, Pencil Crayons, Oil Pastels, Canvas (canvas from the dollar store for painting a portrait), Acrylic paint (from the dollar store), Art paint brushes, Paint easels, Recycled Yogurt containers to put paint in, White Legal-Sized Paper for Drawings of the Stations of the Cross, construction paper, glue, and scissors.
- iPads, Tablets or chrome-books.

#### Resources:

- Station Information Template (*See Appendix 1*)
- Instruction Sheet for Group Activity (*See Appendix 2*)
- Peer Evaluation Sheet (*See Appendix 3*)
- Rubric (*See Appendix 4*)

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	<p><b>Internet Resources:</b></p> <ul style="list-style-type: none"> <li>- <b>Stations of the Cross - Bible Verse Catholic</b> <a href="http://www.faithfuldevotions.info/stations-bible-verses/">http://www.faithfuldevotions.info/stations-bible-verses/</a></li> <li>- <b>Catholic Online - Stations of the Cross</b> <a href="http://www.catholic.org/prayers/station.php">http://www.catholic.org/prayers/station.php</a></li> <li>- <b>Stations of the cross for Children Part 1 by Jesus, I Trust in You</b> <a href="https://www.youtube.com/watch?v=aR1cZINg0cs">https://www.youtube.com/watch?v=aR1cZINg0cs</a></li> <li>- <b>Stations of the cross for Children Part 2 by Jesus, I Trust in You</b> <a href="https://www.youtube.com/watch?v=wT_3mHvg7UQ">https://www.youtube.com/watch?v=wT_3mHvg7UQ</a></li> <li>- <b>Stations of the cross for Children Part 3 by Jesus, I Trust in You</b> <a href="https://www.youtube.com/watch?v=-wOLh5OgInU">https://www.youtube.com/watch?v=-wOLh5OgInU</a></li> <li>- <b>Stations of the Cross with Text from Scripture</b> <a href="https://www.youtube.com/watch?v=gON3PDdFQxs">https://www.youtube.com/watch?v=gON3PDdFQxs</a>.</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>30-40 minutes</b> <i>(The length of time for Minds On will depend on whether the entire length of the three video clips are played.)</i></p> <p>Use the following video clips to introduce students to the Stations of the Cross:</p> <ul style="list-style-type: none"> <li>• <b>Stations of the Cross for Children Part 1 by Jesus, I Trust in You</b> <a href="https://www.youtube.com/watch?v=aR1cZINg0cs">https://www.youtube.com/watch?v=aR1cZINg0cs</a></li> <li>• <b>Stations of the Cross for Children Part 2 by Jesus, I Trust in You</b> <a href="https://www.youtube.com/watch?v=wT_3mHvg7UQ">https://www.youtube.com/watch?v=wT_3mHvg7UQ</a></li> <li>• <b>Stations of the Cross for Children Part 3 by Jesus, I Trust in You</b> <a href="https://www.youtube.com/watch?v=-wOLh5OgInU">https://www.youtube.com/watch?v=-wOLh5OgInU</a></li> </ul> <p>After students have watched the clips, organize groups of 2-3 <i>(depending on class size; teachers will take into consideration that there are 14 Stations of the Cross)</i>.</p> <p>In their groupings, students will choose or be assigned one Station of the Cross and will use chart paper and markers to complete the following information about that station. <i>(See Appendix 1 for Group Activity Template to complete this activity.)</i></p> <p>It is recommended that students watch clips a second time while they are working to ensure they gain a full understanding of the Stations of the Cross.</p> <p>Students will post their chart paper around the classroom. The teacher will invite groups to do a "Gallery Walk" among the displays to read, discuss and appreciate the content from the posters.</p> <p><i>* Students may want to take pictures (as electronic notes) of each Station of the Cross poster for the next activity. *</i></p>

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### ACTION

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

#### 40-80 minutes

Once the students have completed the “Gallery Walk” they will have an opportunity to become artists. Begin by showing the following video “Stations of the Cross with Text from Scripture” to engage students’ artistic appreciation: <https://www.youtube.com/watch?v=g0N3PDdFQxs>.

It is recommended that students work with same pairings as in the Minds On Activity to complete their paintings, drawings or electronic drawing(s) from their chosen Station of the Cross. (See Appendix 2 for instructions.)

Display the rubric or provide a copy for each student. (Appendix 4)

Students will choose from the following product creation choices:

1. Station of the Cross Painting
2. Hand Drawn Representation of the Station of the Cross
3. Electronic Artwork of the Station of the Cross

### CONSOLIDATION

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

#### 40 minutes

(Adjust time according to the format that you choose for the presentations.)

Once students have completed the group activity, they will have the opportunity to present their artwork to the class.

Students will provide peer feedback by completing a **Peer Evaluation Sheet** (See Appendix 4).

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Students can create a dramatization or artistic representation of the 15th Station of the Cross.

**APPENDIX 1**

**Station Information**

Using chart paper and your markers, use this template instruction guide to help you complete your group activity.

**Group Members' Names:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1) Station of the Cross # and title: \_\_\_\_\_

2) Prayers used in this station: \_\_\_\_\_

3) Summary of key points from this station (please write 4-6 sentences summarizing these key facts from this station).

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4) Display your poster(s) in the designated area.

5) When given the cue from your teacher to commence the "Gallery Walk", the objective is to walk to various groups' posters (14 posters including yours) to gain information from each Station of the Cross. It is recommended that you take pictures (as electronic notes) of each Station of the Cross for the next activity.

**APPENDIX 2-page 1**

**Instruction Sheet for Group Activity**

**Group Members' Names:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Station of the Cross # Chosen = \_\_\_\_\_

Format Choice = \_\_\_\_\_

*(See Below for a detailed explanation of choices. See Rubric for marking scheme.)*

**Format Choice # 1 = Station of the Cross Painting**

**Materials Needed:**

- Canvas, Paint Brushes, Easel

**Instructions:**

As collaborative team members, make decisions on the following:

- 1) Decide how you would like to divide the activity evenly for work distribution and completion.
- 2) How you will collaborate to create your masterpiece?
- 3) How will you be presenting information so that everyone contributes?

It is recommended that you sketch the Station of the Cross in pencil before you begin painting.

Let the painting dry.

**Format Choice # 2 = Hand Drawn Representation of the Station of the Cross**

**Materials Needed:**

- Pencils, Pencil Crayons or Pastels or Markers
- Construction paper for border.

**Instructions:**

As collaborative team members, decide if you would like to draw three separate drawings or one as a team for your chosen Station of the Cross.

Colour your representation using pencil crayons, oil pastels or markers.

Using construction paper, cut and glue a border around your portrait.

Make decisions about how you will be presenting your portraits to the class (e.g. individually or as a team?).

## APPENDIX 2-page 2

### Format Choice #3 - Electronic Artwork of the Station of the Cross

#### **Materials Needed:**

- iPad or Tablet or Chrome book
- one of the following drawing applications



#### **Draw Free App for iPad**

iTunes description: You don't have to be an artist to enjoy Draw Free for iPad, the ultimate app for both professional and hobby painters to create beautiful drawings. Draw Free for iPad lets you bring ideas to life. It's fun for both adults and kids alike.

#### **Draw Something Free App for Tablet on Google Play**

Google Play Description:  
Play the Free version of Draw Something, the most popular social drawing and guessing game on Android! Experience for yourself the laugh-out-loud game your friends are raving about! Plus get these special bonuses:



#### **Chrome book Google Extension: Google Draw free on Google Extensions**

\*\*\*\*Ensure you are ready to present to the rest of the class as a collaborative team\*\*\*\*



APPENDIX 3

Peer Evaluation Sheet

Complete a **peer evaluation sheet** using one peer who was **not** in your activity group.



Two Stars and a Wish

Name: \_\_\_\_\_

Subject: \_\_\_\_\_







Use the two stars and a wish to tell me two things you really liked about your work and one thing that could be improved.

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### APPENDIX 4

#### RUBRIC

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Knowledge and Understanding</b> of content of the stations of the cross (accuracy and relevant to actual Stations of the Cross from scripture passage). Knowledge of artistic uses in either a painting, a drawing or an electronic presentation.	The student demonstrates thorough knowledge of content	The student demonstrates considerable knowledge of content	The student demonstrates some knowledge of content	The student demonstrates limited knowledge of content
<b>Communication</b> Expression and organization of ideas and information (e.g. clarity of expression, logical organization in the creation of either a painting, a drawing or an electronic drawing for your chosen Station of the Cross) in your oral presentation skills (e.g. eye contact and voice projection) to the class.	The student expresses and organizes ideas and information with a high degree of effectiveness	The student expresses and organizes ideas and information with considerable effectiveness	The student expresses and organizes ideas and information with some effectiveness	The student expresses and organizes ideas and information with limited effectiveness
<b>Application –</b> The use of knowledge and skills to make connections within and between various contexts through:  <b>Transferring</b> of knowledge and skills (e.g. concepts, strategies, processes) to new contexts - learning about all of the other Stations of the Cross.	The student transfers knowledge and skills to new contexts with a high degree of effectiveness	The student transfers knowledge and skills to new contexts with considerable effectiveness	The student transfers knowledge and skills to new contexts with some effectiveness	The student transfers knowledge and skills to new contexts with limited effectiveness
<b>Thinking</b> Use of planning skills (e.g. focusing research, gathering information, organizing an inquiry, asking questions, setting goals) within the Stations of the Cross.	The student uses planning skills with a high degree of effectiveness	The student uses planning skills with considerable effectiveness	The student uses planning skills with some effectiveness	The student uses planning skills with limited effectiveness
<b>Mark Summary:</b> <b>Knowledge and Understanding</b>	<b>K and U =</b>  <b>Communication</b>	<b>C =</b>  <b>Application</b>	<b>A =</b>  <b>Thinking</b>	<b>T =</b>  <b>Final Mark</b>