



*Working Together for Catholic Education*

# **THOUGH MANY, WE ARE ONE**

## **UNIT 6 CHRIST IS RISEN**

### **Lesson 1**

**Welcome to Easter!**

Unit 6 Lesson 1

Christ Is Risen

Welcome to Easter!

Lesson Overview

Students will share their knowledge about Easter and will discuss the basics of this liturgical season, sharing their thoughts through an online application.

CURRICULUM CONNECTIONS

Religious Education:

**Grade 4 - CL3.2:** Identify within the church, sacred space that is dedicated to the celebration of the sacraments (e.g. sanctuary, tabernacle, pulpit/ambo, sacristy, high altar, side altars, baptistery, confessional, stations of the cross, choir loft) and explain how they are connected to the signs/symbols used for the celebration, the sacred images of our faith, the sacramentals, and used in the celebration of the Liturgical seasons. [CCC nos. 1159-1171; 1179-1186; 1667-1679]

**Grade 5 - CL3.1:** Identify and examine a selection of the scripture passages in the New Testament which reveal the divinity of Jesus (e.g. Epiphany, miracles, transfiguration, resurrection) and explain using examples, how images, signs and symbols in the Liturgical year convey this important truth of faith for Christians. [CCC nos. 1153-1162]

**Grade 6 - BL2.3:** Describe through examples how the Church has handed on Revelation regarding the Incarnation through Tradition (e.g. preaching of the Word, celebration of the sacraments, catechesis, prayers and devotions). [CCC nos. 456-511]

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Call to Family, Community, and Participation

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

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

**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 Idea:**

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. [CCC nos. 512-513]

- Why do we celebrate Easter?
- What makes Easter different from the rest of the liturgical year?

### LEARNING GOALS

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

- share basic knowledge about Easter
- be able to use an online program (similar to Padlet) to express their ideas

**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.

**Examples for this lesson:**

- I can tell others why we celebrate Easter.
- I know the reason that Easter is celebrated because...
- I know that certain symbols are associated with Easter. They are...This is because...
- Easter is celebrated for a certain amount of time. This is...
- Some different things that we doing during the Easter season are...because...

Teachers can use these criteria for assessment by examining the responses that students share on the Padlet wall during this lesson. Since this is an introductory lesson, the assessment that takes place in this lesson should be diagnostic, with the hope that students are activating prior knowledge to share their thoughts.

The success criteria above can be assessed through formative and summative evaluations in subsequent activities in this Easter unit.

### INSTRUCTIONAL COMPONENTS AND CONTEXT

**Terminology:**

- Octave of Easter

**Materials:**

- Access to an electronic device & the Internet
- The Easter Basics handout (*Appendix 1*)

**Internet Resources:**

- Padlet <https://padlet.com/create>

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

	<ul style="list-style-type: none"><li>- Getting Started with Padlet (teacher resource) <a href="http://jn.padlet.com/category/38-getting-started">http://jn.padlet.com/category/38-getting-started</a></li><li>- Mark Hart on Jesus Christ's Resurrection <a href="https://www.youtube.com/watch?v=AtfEa4_QQLc">https://www.youtube.com/watch?v=AtfEa4_QQLc</a></li></ul>
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### MINDS ON

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

*Note: Although Padlet is referenced throughout the lesson, teachers may choose to use an alternate program or medium to seek student input. Students may need to be taught some basic operations (i.e: how to post) before being able to share their thoughts.*

Ask Students what they already know about Easter. In groups or individually (if resources permit), have them post their knowledge on a Padlet wall, titled “*What we already know about Easter*” (students will require the link to the page to be able to post). Some examples of student responses may include: Jesus rose from the dead; Easter happens in the spring; We say/sing alleluia; Empty tomb; God’s plan to save us; We are blessed with water.

When everyone has had a chance to post their response, discuss the results with the class.

### ACTION

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

Create a *Padlet* wall for each of the following questions:

1. Why do we celebrate Easter?
2. Unlike Christmas, Easter falls on a different date each year. Do you know how the date for Easter is chosen?
3. What are some symbols that we associate with Easter?
4. How long is Easter?
5. What is the Easter Octave? *Hint: The answer is in the name!*
6. What are some things that we do during the Easter Season that are different from the rest of the year?

Provide students with the link to each wall.

Have students answer each of the questions to the best of their ability.

Once students have completed the questions, use each of the walls as a starting point to enter into discussion.

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### CONSOLIDATION

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

View the video “Mark Hart on Jesus Christ’s Resurrection” with the class once the discussion has wrapped up. The video describes the resurrection of Jesus and how this triumphant celebration of Easter is a story that makes perfect sense.

- After the video, provide each student with the Easter Basics sheet (*Appendix 1*) which contains the answers to the questions discussed during the class.

*\*Differentiated Instruction: This sheet can be scanned in Kurzweil or a similar program for students requiring this accommodation.*

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Familiarizing students with some contemporary Christian Easter music (this can be as simple as playing the music while students are working at their seats):
  - Because He Lives (Matt Maher): <https://www.youtube.com/watch?v=XT0kOEicORA>
  - Alleluia! Love is Alive! (Steve Angrisano):  
<https://www.youtube.com/watch?v=VX6LsNoyczQ>
  - Happy Day (Tim Hughes): [https://www.youtube.com/watch?v=duLQ6d\\_BpLs](https://www.youtube.com/watch?v=duLQ6d_BpLs)
  - Christ Is Risen (Matt Maher): <https://www.youtube.com/watch?v=IExdrZGQVeI>
  - I Will Rise (Chris Tomlin): <https://www.youtube.com/watch?v=WIHUKY3jBv0>
  - Resurrection Day (Matt Maher): <https://www.youtube.com/watch?v=5Ss-lmRIKdU>

## The Easter Basics



### 1. Why do we celebrate Easter?

We celebrate Easter because of Jesus' resurrection. Easter is characterized, above all, by the joy of glorified life and the victory over death, expressed most fully in the great resounding cry of the Christian: Alleluia! All faith flows from faith in the resurrection: *"If Christ has not been raised, then empty is our preaching; empty, too, is your faith."* (1 Cor 15:14).

### 2. Unlike Christmas, Easter falls on a different date each year. Do you know how the date for Easter is chosen?

The date chosen for Easter Sunday each year depends on the moon. The first important date to note is the first day of spring, which falls around March 20. The next thing that we look for is the first full moon after this day. In the year 325 at the Council of Nicaea, the Church decided that Easter Sunday will fall on the first Sunday after this full moon.

*See CCC 1170 for more info.*

### 3. What are some symbols that we associate with Easter?

Symbol	Symbolizes
the colour white	The purity of Jesus and the feast that is Easter.
Easter lily	The purity of Jesus
spring flowers	New life
lamb	Jesus, the lamb of God
the cross (draped with a white cloth)	Jesus' victory over death
Paschal (Easter) Candle	Jesus, the light of the world
egg	New life, the resurrection, Jesus' emergence from the tomb
butterfly	The whole life of Jesus (caterpillar – life on earth, cocoon – crucifixion & burial, butterfly – resurrection).

4. **How long is Easter?**

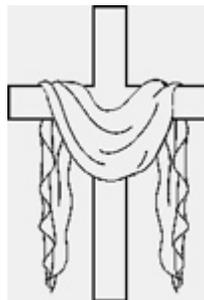
The Easter season is fifty days long, celebrated from Easter Sunday until Pentecost Sunday.

5. **What is the Easter Octave? Hint: The answer is in the name!**

The first eight days of Easter Time constitute the Octave of Easter and are celebrated as Solemnities of the Lord.

6. **What are some things that we do during the Easter Season that are different from the rest of the year?**

- The liturgical color for Easter is white.
- The first reading comes from the New Testament instead of the Old Testament.
- Instead of the Penitential Act (Lord, have mercy or I confess...), the blessing and sprinkling of water may take place as a reminder of Baptism.
- The Paschal Candle is lit and kept near the ambo for all liturgical celebrations.
- The Solemn Dismissal is often sung during the Octave of Easter.





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# **THOUGH MANY, WE ARE ONE**

## **UNIT 6 CHRIST IS RISEN**

Lesson 2

Easter Glory

Unit 6 Lesson 2

<b>Christ Is Risen</b>	<b>Easter Glory</b>
	<p><b>Lesson Overview</b> Students will participate in a church visit (if accessible) to determine the ways in which the church is decorated during the Easter season.</p>

<b>CURRICULUM CONNECTIONS</b>	<b>ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS &amp; CATHOLIC SOCIAL TEACHINGS</b>
<p><b>Religious Education:</b> <b>Grade 4 - CL3.2:</b> Identify within the church, sacred space that is dedicated to the celebration of the sacraments (e.g. sanctuary, tabernacle, pulpit/ambo, sacristy, high altar, side altars, baptistery, confessional, stations of the cross, choir loft) and explain how they are connected to the signs/symbols used for the celebration, the sacred images of our faith, the sacramentals, and used in the celebration of the Liturgical seasons. [CCC nos. 1159-1171; 1179-1186; 1667-1679]</p> <p><b>Grade 5 - CL3:</b> 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. [CCC nos. 1145-1178]</p> <p><b>Grade 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. [CCC nos. 50-73; 101-141; 422-682]</p>	<p><b>The Catholic Social Teachings evident in this lesson include:</b> Call to Family, Community, and Participation</p> <p><b>The Ontario Catholic School Graduate Expectations evident in this lesson include:</b></p> <p><b>CGE4f:</b> applies effective communication, decision-making, problem-solving, time and resource management skills</p> <p><b>CGE5a:</b> works effectively as an interdependent team member</p>

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

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

#### Big Idea:

The Liturgical seasons are marked by specific rituals, prayers, signs, images and colours which have developed throughout the *Tradition of the Church* and which have become part of our experience of faith in Christ as expressed in the yearly life of the Church.

- How does the Church celebrate Easter?
- What changes (signs, images, colours) take place in the physical church during the Easter season?

### LEARNING GOALS

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

- describe ways in which Easter is celebrated
- recognize changes in their parish church during the Easter season.

**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:

- Paschal Candle
- Lily
- Hydrangea
- Chasuble
- Dalmatic
- Stole

#### Materials:

#### Resources:

- Photos of a Church During Easter (*see Appendix 1*)
- Parish contact information (to book a Church visit)

### MINDS ON

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

**Note: This lesson should take place after Easter Sunday, so that the church will be appropriately decorated for the liturgical season.**

Review ways in which Easter is celebrated. Encourage students to share some traditions.

Review with students how the church looked during Lent (Lots of purple – altar cloth, banners, cross draped with purple, clergy vestments, etc.).

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

What do they think the church looks like now, during Easter? Students may share their predictions, which will be confirmed during the church visit.

### **ACTION**

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

*Note: If it is not possible to visit a church, students may participate in this alternate activity: The teacher may share pictures of the church with students, who will be asked to recognize changes in the church (see Appendix 1: Photos of a church during Easter).*

1. Easter church visit – Students will visit their school parish and will tour the church to recognize how it looks different from Lent & Ordinary Time. A discussion will take place for each of the symbols that are present during Easter.

*Planning considerations:*

- a) *Contact the parish to arrange a class visit to the church. The visit should take place after Easter Sunday, so that the church will be appropriately decorated for the liturgical season.*
  - b) *Teachers may consider an advance tour to familiarize themselves with the symbols in the church that the students will find.*
2. Prior to the visit, it is important to review appropriate church behaviour with the class. Students should be respectful and reverent, even during the activity.
  3. The students may tour, looking for symbols of the Easter season, in small groups or as a class, depending on the needs of the group.
  4. As a class, the teacher (or priest) may explain the significance of each symbol as the students find it. In small group format, the students can make a list of the symbols that they find and confirm their predictions, which will be discussed upon their return to class.
  5. The following symbols can be found in most Catholic churches during Easter: The Paschal Candle near the altar, White/Gold/Silver banners, altar cloths, chasuble – priest, dalmatic – deacon, stole, a cross draped with a white cloth, flowers such as Lilies and Hydrangeas, and possibly other items specific to your church.

## 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

Review the symbols that were recognized in the church.

- Students may be asked if any of these symbols are present in their school (eg: Easter banners, flowers).
- Students are reminded to look for the symbols the next time that they visit their Church, or during a School Mass or celebration.

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- The students may conduct further research into the symbolism of the changes during the Easter season. (i.e. Why does the Church use white, gold, and silver to represent Easter? Why are Lilies and Hydrangeas the common flowers that are displayed? Why is the Paschal Candle displayed near the altar during Easter?)

**Photos of a Church During Easter**

*(Alternate resource when a church is not accessible)*

Many flowers present – Lilies, Hydrangeas, and other spring flowers



A cross draped with a white cloth



White banners & altar cloth, Paschal Candle near the Altar



White Chasuble



White Dalmatic



White Stole



Roman Missal, 3rd Edition

THE EASTER VIGIL

**First Part:**

The Solemn Beginning of the Vigil  
or Lucernarium

## FIRST PART:

## THE SOLEMN BEGINNING OF THE VIGIL OR LUCERNARIUM

## The Blessing of the Fire and Preparation of the Candle

8. A blazing fire is prepared in a suitable place outside the church. When the people are gathered there, the Priest approaches with the ministers, one of whom carries the paschal candle. The processional Cross and candles are not carried.

Where, however, a fire cannot be lit outside the church, the rite is carried out as in no. 13, below.

9. The Priest and faithful sign themselves while the Priest says: In the name of the Father, and of the Son, and of the Holy Spirit, and then he greets the assembled people in the usual way and briefly instructs them about the night vigil in these or similar words:

Dear brethren (brothers and sisters),  
 on this most sacred night,  
 in which our Lord Jesus Christ  
 passed over from death to life,  
 the Church calls upon her sons and daughters,  
 scattered throughout the world,  
 to come together to watch and pray.  
 If we keep the memorial  
 of the Lord's paschal solemnity in this way,  
 listening to his word and celebrating his mysteries,  
 then we shall have the sure hope  
 of sharing his triumph over death  
 and living with him in God.

10. Then the Priest blesses the fire, saying with hands extended:

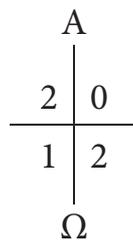
Let us pray.

O God, who through your Son  
 bestowed upon the faithful the fire of your glory,  
 sanctify ✠ this new fire, we pray,  
 and grant that,  
 by these paschal celebrations,  
 we may be so inflamed with heavenly desires,  
 that with minds made pure  
 we may attain festivities of unending splendour.  
 Through Christ our Lord.

R: Amen.

11. After the blessing of the new fire, one of the ministers brings the paschal candle to the Priest, who cuts a cross into the candle with a stylus. Then he makes the Greek letter Alpha above the cross, the letter Omega below, and the four numerals of the current year between the arms of the cross, saying meanwhile:

1. Christ yesterday and today (he cuts a vertical line);
2. the Beginning and the End (he cuts a horizontal line);
3. the Alpha (he cuts the letter Alpha above the vertical line);
4. and the Omega (he cuts the letter Omega below the vertical line).
5. All time belongs to him (he cuts the first numeral of the current year in the upper left corner of the cross);
6. and all the ages (he cuts the second numeral of the current year in the upper right corner of the cross).
7. To him be glory and power (he cuts the third numeral of the current year in the lower left corner of the cross);
8. through every age and for ever. Amen (he cuts the fourth numeral of the current year in the lower right corner of the cross).



12. When the cutting of the cross and of the other signs has been completed, the Priest may insert five grains of incense into the candle in the form of a cross, meanwhile saying:

1. By his holy 1
2. and glorious wounds,
3. may Christ the Lord 4    2    5
4. guard us
5. and protect us. Amen. 3

13. Where, because of difficulties that may occur, a fire is not lit, the blessing of fire is adapted to the circumstances. When the people are gathered in the church as on other occasions, the Priest comes to the door of the church, along with the ministers carrying the paschal candle. The people, insofar as is possible, turn to face the Priest.

The greeting and address take place as in no. 9 above; then the fire is blessed and the candle is prepared, as above in nos. 10-12.

14. The Priest lights the paschal candle from the new fire, saying:

The musical notation consists of two staves. The first staff begins with a treble clef and a common time signature. It contains a whole note G4, followed by a quarter rest, then a quarter note G4, a quarter note A4, a quarter note B4, and a quarter note C5. A bar line follows, then a quarter note G4, a quarter note F4, and a quarter note E4. The second staff begins with a treble clef and a common time signature. It contains a quarter note G4, a quarter note F4, and a quarter note E4. The piece ends with a double bar line.

May the light of Christ ris - ing in glo-ry dispel the darkness of our  
 hearts and minds.

May the light of Christ rising in glory  
 dispel the darkness of our hearts and minds.

As regards the preceding elements, Conferences of Bishops may also establish other forms more adapted to the culture of the different peoples.

## Procession

15. When the candle has been lit, one of the ministers takes burning coals from the fire and places them in the thurible, and the Priest puts incense into it in the usual way. The Deacon or, if there is no Deacon, another suitable minister, takes the paschal candle and a procession forms. The thurifer with the smoking thurible precedes the Deacon or other minister who carries the paschal candle. After them follows the Priest with the ministers and the people, all holding in their hands unlit candles.

At the door of the church the Deacon, standing and raising up the candle, sings:



Or:



The Light of Christ.

And all reply:



Or:



Thanks be to God.

The Priest lights his candle from the flame of the paschal candle.

16. Then the Deacon moves forward to the middle of the church and, standing and raising up the candle, sings a second time:

The Light of Christ.

And all reply:

Thanks be to God.

All light their candles from the flame of the paschal candle and continue in procession.

17. When the Deacon arrives before the altar, he stands facing the people, raises up the candle and sings a third time:

The Light of Christ.

And all reply:

Thanks be to God.

Then the Deacon places the paschal candle on a large candlestand prepared next to the ambo or in the middle of the sanctuary.

And lights are lit throughout the church, except for the altar candles.



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# **THOUGH MANY, WE ARE ONE**

## **UNIT 6 CHRIST IS RISEN**

### **Lesson 3**

#### **The Paschal Candle**

Unit 6 Lesson 3

<b>Christ Is Risen</b>	<b>The Paschal Candle</b>
	<p><b>Lesson Overview</b> Students will learn about the Paschal Candle, its significance, the common symbols upon it, as well as how it is blessed each year at the Easter Vigil.</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p><b>Religious Education:</b> <b>Grade 4 - CL3.3:</b> Distinguish between ‘sacramentals’ and ‘sacraments’ and use symbols, words, gesture, prayer and music as sacramentals in the creation of a sacred space and ritual celebrations that focus on the seasons of the liturgical year. [CCC nos. 1167-1179; 1168-1171]</p> <p><b>Grade 5 - CL3.1:</b> Identify and examine a selection of the scripture passages in the New Testament which reveal the divinity of Jesus (e.g. Epiphany, miracles, transfiguration, resurrection) and explain using examples, how images, signs and symbols in the Liturgical year convey this important truth of faith for Christians. [CCC nos. 1153-1162]</p> <p><b>Grade 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 - Exultat, Scripture Readings; through sacramentals - incense, water, oils, cross). [CCC nos. 1127-1130]</p>	<p><b>The Catholic Social Teachings evident in this lesson include:</b> Call to Family, Community, and Participation</p> <p><b>The Ontario Catholic School Graduate Expectations evident in this lesson include:</b> <b>CGE2a:</b> Listens actively and critically to understand and learn in light of gospel values</p> <p><b>CGE3c:</b> Thinks reflectively and creatively to evaluate situations and solve problems</p> <p><b>CGE5g:</b> Achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others</p>

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

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

#### Big Idea:

The Liturgical seasons are marked by specific rituals, prayers, signs, images and colours which have developed throughout the Tradition of the Church and which have become part of our experience of faith in Christ as expressed in the yearly life of the Church.

- When is the Paschal Candle used throughout the year?
- Why is the Paschal Candle significant to the Easter Vigil?

### LEARNING GOALS

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

- Describe what the Paschal Candle is used for
- Describe the common symbols found on the Paschal Candle
- Summarize the Solemn Beginning of the Easter Vigil

**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:

- Paschal Candle
- Alpha
- Omega
- Incense
- Taper

#### Materials:

- Pen or Pencil
- Handouts

#### Internet Resources:

- Reel to Reel: Paschal Candles:  
<https://www.youtube.com/watch?v=YG7J26Pqd9w>
- Blessing the Paschal Candle at the Easter Vigil:  
<https://www.youtube.com/watch?v=Y89dINGKNvA>

#### Resources: (see attached Appendices)

- Photo – Paschal Candle (*Appendix 1*)
- Reel to Reel Question Sheet (*Appendix 2*)
- Reel to Reel Answer Key (*Appendix 3*)
- An Illustrated Guide to the Paschal Candle (*Appendix 4*)
- Origin and Use of the Paschal Candle [for teacher information] (*Appendix 5*)
- Roman Missal: The Easter Vigil, First Part (*Appendix 6 – as separate attachment*)

## 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

Ask students if they know what the biggest candle in any Catholic church is called (the Paschal/Easter Candle). Share the photo (*Appendix 1*) with the students. Do they know what it represents?

Ask students if they have seen it in use (baptisms/funerals/Easter).

Ask if they can name any symbols that are found on the candle (answers will be confirmed by watching the video). A hint for the students is that they would have seen this candle near the altar or baptismal font during their church tour.

### ACTION

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

Introduce the [Reel to Reel: Paschal Candles video](#) to the students. The video features a priest from Massachusetts who makes his own Paschal Candles. The clip teaches about how a Paschal Candle is made, the symbols that are found upon it, its uses, and additional useful information. Before viewing the clip, review the questions on the handout (*Appendix 2*), and inform students that they are to complete as many questions as they can while watching the video. All answers will be discussed afterwards.

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

After viewing the clip, have students share their answers in small groups. Any answers that they have missed can be recorded during the sharing session. Discuss the responses with the entire class.

Ask if anyone has ever attended the Easter Vigil. If yes, ask the student(s) to describe their experience. Explain that at the Easter Vigil on Holy Saturday, the entire church is dark and then a fire is lit and blessed. This fire is then used to light the Easter candle, also called the Paschal Candle and that it is carried into the church to symbolize the light of Christ that dispels the darkness. Inform the students that they will get an opportunity to witness a Paschal Candle being prepared for the very first time. Introduce the video clip [Blessing the Paschal Candle](#) which shows this happening. *Note: Appendix 6, The text of the Easter Vigil, may be helpful in following along with this video clip.*

After having watched the clip, ask students to describe what they saw (prayers, blessing of the fire, preparation of the candle, symbols that they may have recognized on the Paschal Candle). What other symbols can they identify in the video? Fire – the Light of Christ; Incense – Christ opening the gates of heaven; white vestments – Easter/feast day.

It can be added that once the candle is brought inside, all of the parishioners light their tapers from the Easter candle to celebrate the resurrection of Christ.

## 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

Share An Illustrated Guide to the Paschal Candle (*Appendix 4*) with the students to summarize the lesson. Inform students that they will be making their own version of the Paschal Candle in the next lesson.

Each student will be able to take home this candle to display/use throughout the Easter season.

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- While the students are in groups, consider playing the following songs:
- Here I am to Worship (Chris Tomlin): <https://www.youtube.com/watch?v=vx936NVJC5M>
- Marvelous Light (The Remnant): <https://www.youtube.com/watch?v=QwgflL4pKII>
- You Are the Light (Josh Blakesley): <https://www.youtube.com/watch?v=jsowbf2KSs4>
- Go Light Your World (Chris Rice): <https://www.youtube.com/watch?v=WsM5lt9tCFo>
- Ask students to describe the Paschal Candle in their own parish. Each candle can be different. Does it contain the elements described in the video? What is similar/different? Did they know that the candle is replaced each year?

APPENDIX 1

Photo: Paschal Candle



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

**Reel to Reel Video: Paschal Candles**

1. What do the 5 black marks represent in the candle?
2. What goes into the candle before the black marks?
3. What is in the centre of the candle?
4. What does the Alpha above the cross mean?
5. What does the Omega below the cross mean?
6. What does the date remind us?
7. When is the new candle lit for the first time?
8. When do we light the Paschal candle?
9. What does the candle symbolize?

APPENDIX 3

Name: ANSWER KEY

Reel to Reel Video: Paschal Candles

1. What do the 5 black marks represent in the candle?

*The 5 black marks represent the wounds of Christ on the cross.*

2. What goes into the candle before the black marks? Why?

*5 grains of incense go into the candle first, to symbolize Christ opening the gates of heaven for us.*

3. What is in the centre of the candle?

*A large cross is in the centre of the candle.*

4. What does the Alpha above the cross mean?

*Alpha means that the word of God was always present to us.*

5. What does the Omega below the cross mean?

*Omega means that there is no end to God's word.*

6. What does the date remind us?

*The date reminds us when the Word became flesh (when Jesus was born/came to Earth).*

7. When is the new candle lit for the first time?

*The new candle is lit for the first time on Easter Saturday evening, at the Easter Vigil.*

8. When do we light the Paschal candle?

*We light the Paschal candle at all Masses during Easter and at all baptisms and funerals throughout the year.*

9. What does the candle symbolize?

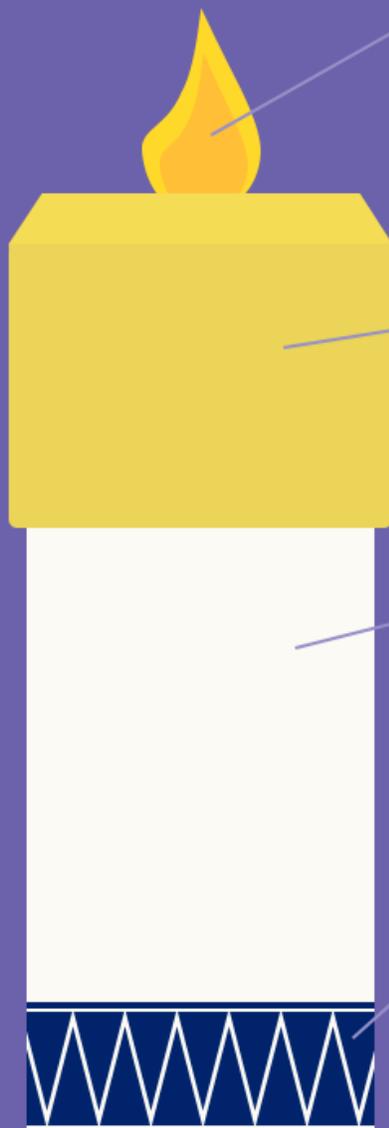
*The candle symbolizes Christ, who is the Light of the World. It reminds us that he leads us to eternal life, by keeping the darkness away from our lives.*

# AN ILLUSTRATED GUIDE TO THE PASCHAL CANDLE

BY JONATHAN TEIXEIRA FOR THE FOCUS BLOG



That candle in the front of the Church isn't just really big, it's also really special. Let's take a look.



## THE FLAME

symbolizes the light of Christ. "The light shines in the darkness, and the darkness did not overcome it." (John 1:4-5) The lit candle also recalls the pillar of fire and cloud the Israelites followed in the desert.

## THE CANDLE FOLLOWER

helps the candle burn evenly and prevents wax from dripping everywhere. This practical widget is used on many candles in the church and has no particular symbolism.

## THE CANDLE

must be at least 51% beeswax. This is because beeswax is precious stuff (it takes a lot of bees' work to make it) and the sacraments are precious, serious things. It also brings God's creation into the celebration.

## DECORATIONS

other than those mentioned below can be very elaborate, quite simple, or even nonexistent. The elements listed below can be presented in a variety of ways. The candle at left is one example.

**ALPHA & OMEGA**  
are the first and last letters of the Greek alphabet and are used to symbolize Christ as the "beginning and the end." (Revelation 22:13)

**THE CROSS**  
of Christ, the symbol of Christianity. Signifies that this is the paschal candle, and it's all about Jesus.

**THE YEAR**  
reminds us that Jesus is king of all time, even this year! He's with us, right here, right now.

**5 GRAINS OF INCENSE**  
(often formed into wax nails) are inserted into the candle, symbolizing the 5 wounds of Christ.

**THE TYPICAL PASHCAL CANDLE**  
is between 3-5 feet tall, weighing between 4-10 pounds. The cathedral in Salisbury, England is said to have had a candle measuring 36 feet tall in the Middle Ages.

The paschal candle is blessed and lit for the first time at the Easter Vigil. The deacon carries it into the dark church, stopping three times to sing "Christ be our light!" to which the people respond, "Thanks be to God!" It is the candle from which all others are lit that night, and it is also used to bless the baptismal font.

The paschal candle is lit for all liturgies during the Easter season as well as at baptisms and funerals all year round. The unused portions of paschal candles are often melted down to make new ones.

This Illustrated Guide to the Paschal Candle was created by Jonathan Teixeira for the FOCUS Blog as part of Lentsanity. Read more great articles and check out more Illustrated Guides at [focus.org/blog](http://focus.org/blog). FOCUS - The Fellowship of Catholic University Students launches college students into lifelong Catholic mission. Learn more at [focus.org](http://focus.org). You can find Jonathan on twitter @jonteixeira and at the blog he writes with his wife Amanda at [truegoodandbeautiful.net](http://truegoodandbeautiful.net).

**Teacher Appendix: Origin and Use of the Paschal Candle**

*The following may prove useful to gain a familiarity with the Tradition of the Paschal Candle.*

**Origin and Use of the Paschal Candle**

*ROME, 3 APRIL 2007 (ZENIT) Father Edward McNamara, professor of liturgy, Regina Apostolorum university.*

The origin of the paschal candle is uncertain. The most likely origin is that it derived from the Lucernarium, the evening office with which early Christians began the vigil for every Sunday and especially that of Easter.

In turn, this rite is probably inspired by the Jewish custom of lighting a lamp at the conclusion of the Sabbath. The rite therefore has its roots in the very beginning of Christianity.

In the Lucernarium rite the light destined to dispel the darkness of night was offered to Christ as the splendor of the Father and indefectible light. This Sunday rite was logically carried out with greater solemnity during the Easter Vigil.

There is clear evidence that this solemn rite began no later than the second half of the fourth century. For example, the use of singing a hymn in praise of the candle and the Easter mystery is mentioned as an established custom in a letter of St. Jerome, written in 384 to Presidio, a deacon from Piacenza, Italy.

Sts. Ambrose and Augustine are also known to have composed such Easter proclamations. The poetic and solemn text of the "Exultet," or Easter proclamation now in use, originated in the fifth century but its author is unknown.

The use of the candle has varied over the centuries. Initially it was broken up after the Easter Vigil and its fragments given to the faithful. This was later transferred to the following Sunday; but from the 10th century the use prevailed of keeping it in a place of honor near the Gospel until the feast of the Ascension (now until Pentecost).

From around the 12th century the custom began of inscribing the current year on the candle as well as the dates of the principal movable feasts. The candle hence grew in size so as to merit the attribution of pillar mentioned in the "Exultet." There are cases of candles weighing about 300 pounds. The procession foreseen in the present rite requires much more moderate dimensions.

The paschal candle is usually blessed at the beginning of the Easter Vigil ceremonies and is placed on a special candlestick near the altar or ambo.

During the ceremony, five grains of incense representing Christ's wounds are inserted in the form of a cross. An alpha above the cross and an omega below (the first and last letters of the Greek alphabet) indicate that Christ is the beginning and end of all. The current year is traced on the four sides of the cross.

The candle remains in the presbytery during the 50 days of Easter season and is lit for all liturgical offices. After Pentecost it is left next to the baptismal font.

During the year it is lit during all baptisms and funeral services; the candle is placed next to the casket during the funeral Mass. In this way it symbolizes baptism as a death and resurrection in Christ, and also testifies to Christian certainty in the resurrection of the dead as well as to the fact that all are alive in the risen Christ.

The paschal candle may also be lit for some devotional practices, such as the fairly common custom of the faithful renewing their baptismal promises on concluding retreats and spiritual exercises.

Finally, while venerable legitimate customs might exist in some places, I am unaware of any official liturgical role for the paschal candle during the celebration of matrimony. ZE07040321

\* \* \*

**Follow-up: Origin and Use of the Paschal Candle [4-24-2007]**

Our eagle-eyed readers spotted some discrepancies in my piece on the paschal candle.

When mentioning the use of the paschal candle at funerals I should have said "may be used," as this is an option not a mandate.

I also mentioned the "blessing" of the candle in general terms whereas in fact it is the new fire, not the candle, that is blessed.

All the same, as we suggested in our column of April 11, 2006, a pastor of multiple parishes may simply bless extra candles after the Easter vigil.

One priest with several parishes asked if he may continue using paschal candles from previous years in those parishes where there has been no Easter vigil.

Each parish should have a new candle every year as a sign of each community's participation in the Easter mystery. However, if this represents a heavy economic burden and the candle receives little use during the year, then a candle with a changeable date could be used.

Finally, I mentioned that the candle is lit during all liturgical offices during the 50 days of Easter. This is not obligatory, however, and the liturgical norms would only require that candle be lit for the more solemn ceremonies; for example, for all solemnities, all Sunday Masses and all daily Masses during the Easter octave.

Provided Courtesy of:  
Eternal Word Television Network  
5817 Old Leeds Road  
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[www.ewtn.com](http://www.ewtn.com)

**NOTE: APPENDIX 6 IS A SEPARATE ATTACHMENT/FILE**  
**TO UNIT 6, LESSON 3**

Roman Missal, 3rd Edition

The Easter Vigil

First Part:

**The Solemn Beginning of the Vigil  
or Lucernarium**



*Working Together for Catholic Education*

# **THOUGH MANY, WE ARE ONE**

## **UNIT 6 CHRIST IS RISEN**

### **Lesson 4**

#### **DYI Paschal Candles**

Unit 6 Lesson 4

Christ Is Risen

DIY Paschal Candles

*\*Do It Yourself*

Lesson Overview

Students will create their own Paschal Candles that they may display to celebrate the Easter season.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4:

**CL3.3:** Distinguish between ‘sacramentals’ and ‘sacraments’ and use symbols, words, gesture, prayer and music as sacramentals in the creation of a sacred space and ritual celebrations that focus on the seasons of the liturgical year. [CCC nos. 1167-1179; 1168-1171]

Grade 5:

**CL3.1:** Identify and examine a selection of the scripture passages in the New Testament which reveal the divinity of Jesus (e.g. Epiphany, miracles, transfiguration, resurrection) and explain using examples, how images, signs and symbols in the Liturgical year convey this important truth of faith for Christians. [CCC nos. 1153-1162]

Grade 6:

**CL3.2:** 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 - Exultat, Scripture Readings; through sacramentals - incense, water, oils, cross). [CCC nos. 1127-1130]

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Call to Family, Community, and Participation

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

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

**CGE3c:** Thinks reflectively and creatively to evaluate situations and solve problems

**CGE5g:** Achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others

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

<b>Visual Arts Connection:</b> <b>D1: Creating and Presenting:</b> apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.	
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<b>GUIDING QUESTIONS (coming out of the Big Idea)</b>
<b>Big Idea:</b> The Liturgical seasons are marked by specific rituals, prayers, signs, images and colours which have developed throughout the Tradition of the Church and which have become part of our experience of faith in Christ as expressed in the yearly life of the Church. <ul style="list-style-type: none"><li>• When is the Paschal Candle used throughout the year?</li><li>• Why is the Paschal Candle significant to the Easter Vigil?</li></ul>

<b>LEARNING GOALS</b>
At the end of this lesson, students will know, understand and/or be able to: <ul style="list-style-type: none"><li>• Create their own version of a Paschal Candle</li><li>• Recognize key symbols found on the Paschal Candle and their meanings</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>

<b>INSTRUCTIONAL COMPONENTS AND CONTEXT</b>	
<b>Terminology:</b> <ul style="list-style-type: none"><li>– Paschal Candle</li><li>– Alpha</li><li>– Omega</li></ul>	<b>Materials:</b> <ul style="list-style-type: none"><li>– Paper towel rolls (or white wax candles)</li><li>– White paper (8.5 x 11)</li><li>– Glue sticks</li><li>– Markers (or paint &amp; glitter paint)</li><li>– Alpha &amp; Omega symbols</li><li>– Cross (can be drawn, made from red duct tape, or printed)</li><li>– Jewel stickers (the wounds of Christ)</li><li>– Adhesive glitter tape (banners)</li><li>– Tea light (optional for paper towel candles)</li></ul> <b>Resources:</b> <ul style="list-style-type: none"><li>– Pictures of Examples (<i>see Appendix 1</i>)</li><li>– Alpha &amp; Omega symbols (<i>see Appendix 2</i>)</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

Review with students the common symbols that are found on a Paschal Candle and their meaning: the cross, the current year, Alpha & Omega, & the wounds of Christ.

### ACTION

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

*Note: It would be helpful to have a model of the Paschal Candle ready prior to this lesson for the students to see as a model.*

#### **Instructions using paper towel rolls:**

1. Ensure that each student has a paper towel roll and a sheet of 8.5 x 11 paper.
2. Instruct students to spread glue on their sheet of paper, and to wrap it around the paper towel roll, tucking the excess paper into the top of the roll (which will help support the tea light).
3. Instruct students to decorate their candles from the inside out, beginning with the cross. The cross will be drawn, glued, or stuck on, depending on the material chosen.
4. Instruct students to write the current year around the cross. Markers would best suit this design, and students can choose the colour of their choice.
5. Students can stick (or glue) the 5 jewels that represent the wounds of Christ onto the cross – 1 on each edge and 1 directly in the centre.
6. The Alpha symbol should be glued right above the cross and the Omega right below.
7. The 2 glitter banners can be stuck near the top and the bottom of the candle.
8. The tea light can be placed in the top of the candle.
9. Candles can be placed in a safe place to dry, although they will only require a minimal amount of time to dry.

#### **Instructions using wax candles:**

1. Ensure that each student has a candle, paint brush, & paint.
2. Encourage the students to decorate their candles from the inside out, to prevent the accidental smearing of paint.
3. Students should decorate their candles with each of the common symbols: The Cross, the 5 wounds of Christ (preferably in a different colour), the current year, the Alpha and Omega, and a decorative banner around the top and bottom of the candle. Glitter paint would best suit the banners.
4. Once the candles have been decorated, they should remain in a safe place in the classroom to dry overnight.

## 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

The Paschal Candles should remain at school for the class celebration of the Easter Vigil liturgy (*next lesson*).

After the Vigil, students may take their candles home to display in a prominent place throughout the Easter season (i.e., they may be lit during meals).

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Consider playing the “light” songs from lesson 3 while the students are creating their candles.
- Give the candles as gifts to family or community members.
- Help a younger class of students to make their own Paschal candles.

APPENDIX 1

Pictures of Examples

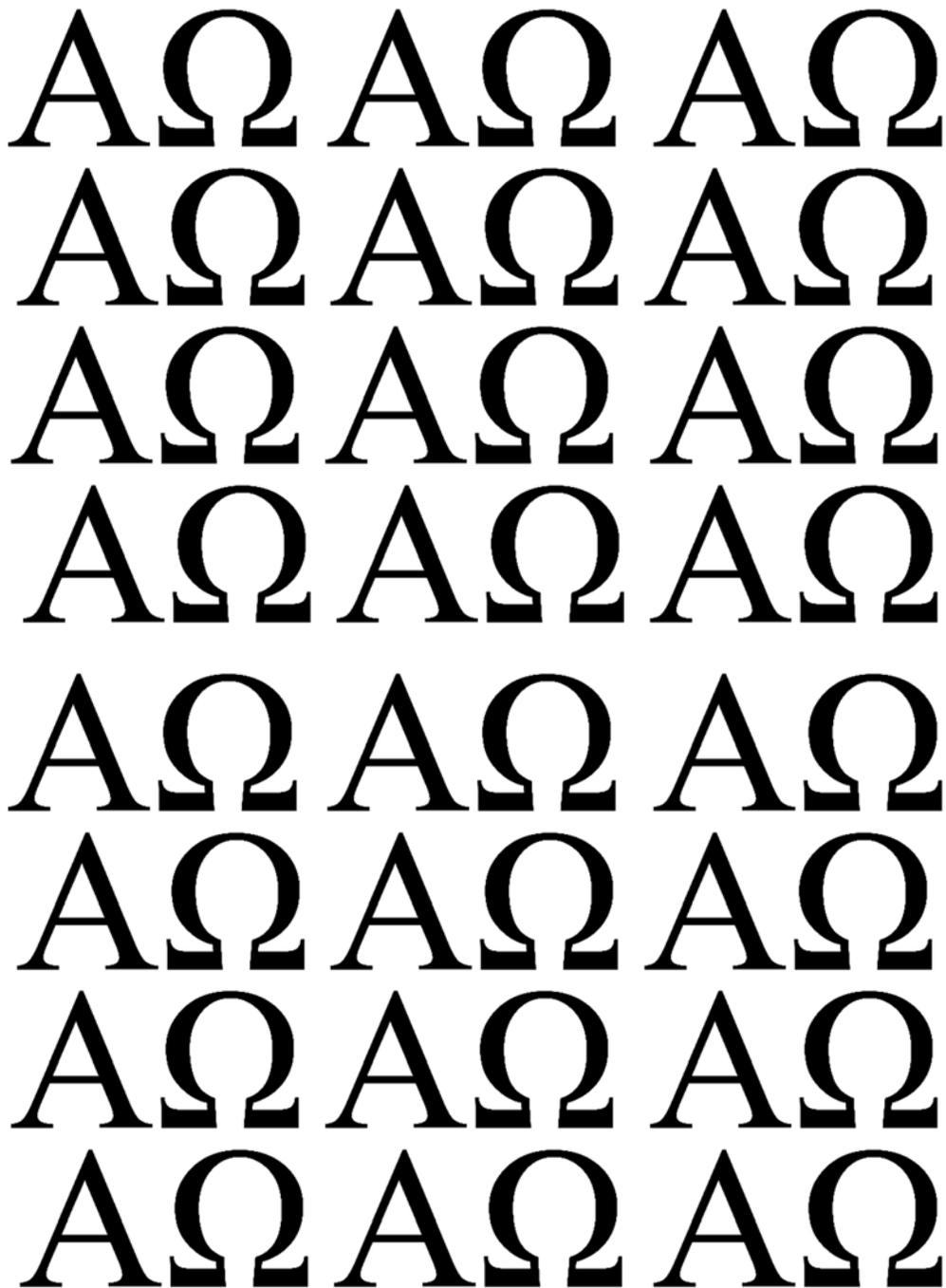
Paper Towel Roll



Wax Candle



Alpha & Omega Symbols



# THE TRIDUUM

BY JONATHAN TEIXEIRA FOR THE FOCUS BLOG

## HOLY THURSDAY

### WHAT HAPPENED ON THAT DAY



Jesus celebrates the Passover Seder/Last Supper with the Apostles.



He washes their feet, showing them what type of leaders they are to be as priests.

"This is the Chalice of my blood." "This is my body"



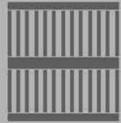
Jesus institutes the Eucharist.



Jesus suffers the Agony in the Garden, sweating blood in anguish as he prays.



Judas betrays Jesus and hands him over to the authorities. Jesus is arrested.



Jesus is taken away and imprisoned.

### WHAT YOU'LL SEE AT CHURCH



The priest wears white because it's a joyful day, celebrating our love for Jesus in the Eucharist.



The priest will wash people's feet as a sign of his dedication to those whom he serves.



No Masses are celebrated on Good Friday, so the priest must plan (and consecrate) ahead.



After Mass, the altar is stripped, and most decorations are taken down or covered. The consecrated hosts are transferred to an "Altar of Repose" somewhere else in the Church until about midnight, then transferred to another tabernacle away from public view. This absence of the Eucharist helps us experience the loss and emptiness the Apostles felt on Good Friday.



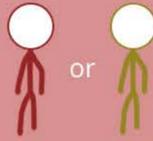
The Chrism Mass, in which the Bishop blesses all the holy oils for his diocese, is also celebrated on Holy Thursday.

## GOOD FRIDAY

### WHAT HAPPENED ON THAT DAY



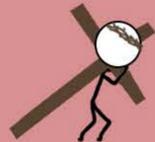
While Jesus is interrogated, Peter denies knowing him three times.



Pontius Pilate questions Jesus. He offers the crowd a choice: Jesus or Barabbas?



Jesus is scourged.



Jesus carries the cross on which he will be crucified.



Jesus is nailed to the cross and left to die.



He gives his mother Mary to John, and in turn, each of us.

"It is finished."

Jesus dies.



Guards come to break Jesus' legs to speed his death. Already dead, they pierce his side.



Jesus' body is taken down from the cross, prepared for burial, and placed in the tomb.

## EASTER VIGIL

### WHAT HAPPENED ON THAT DAY\*

\*CELEBRATION OF EASTER SUNDAY EVENTS START THE NIGHT BEFORE



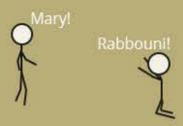
Jesus rises from the dead and leaves the tomb.



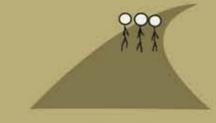
The guards at the tomb report what happened to the chief priests, who pay them off to tell a cover story.



Peter and John check out the tomb. All they find are the burial cloths.



Mary Magdalene sticks around the tomb and encounters Jesus.



Jesus walks to Emmaus with two of his disciples. They realize it's him only after breaking bread.



Jesus appears to more disciples, shows them his wounds, gives them power to forgive sins.

### WHAT YOU'LL SEE AT CHURCH



The priest wears red to bring to mind the blood Jesus shed.



This is the one day all year on which no Masses are celebrated.



The tabernacle will still be empty and the church still undecorated.



Candles are lit only when Jesus (in the Eucharist) is present.



St. John's account of The Passion is read. The congregation often reads the part of the crowd demanding Jesus' crucifixion to reinforce how our sins made necessary the cross of Christ.



The Veneration of the Cross occurs during the Good Friday service. Those at the service show a sign of love (kiss, genuflect, etc) to a cross in thanksgiving for Jesus' cross.

### WHAT YOU'LL SEE AT CHURCH



The priest wears white because we're joyfully celebrating Jesus' victory over death!



The Paschal Candle, the "Light of Christ," is carried into the church and the congregation's candles are lit from it.



No Masses are celebrated on Good Friday, so the priest must plan (and consecrate) ahead.



After Mass, the altar is stripped, and most decorations are taken down or covered. The consecrated hosts are transferred to an "Altar of Repose" somewhere else in the Church until about midnight, then transferred to another tabernacle away from public view. This absence of the Eucharist helps us experience the loss and emptiness the Apostles felt on Good Friday.



The Chrism Mass, in which the Bishop blesses all the holy oils for his diocese, is also celebrated on Holy Thursday.



The Exultet prayer and lots of extra readings help us recall salvation history.



We sing Alleluia for the first time since before Lent started!



We sing the Litany of the Saints, asking them to join us in prayer to God.



People coming into the Catholic Church are Baptized and Confirmed.

### LIVE THE DAY



Cover or put away your holy pictures and/or statues.



Attend a Tenebrae service. Check around for times as it's held on various Triduum days.



Take on special fasts or increase your prayers and/or devotions.



Simulate visiting Jesus in prison by making a pilgrimage to local parishes' Altars of Repose.

### LIVE THE DAY



Keep silence throughout the day, especially from 9:00am-3:00pm, when Jesus was on the cross.



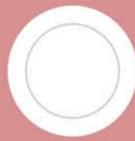
Increase your time spent praying. Reflect on The Passion.



Pray the Stations of the Cross. Your parish may schedule a service.



Start the Divine Mercy Novena.



Take on extra fasting or increased other acts of piety.



Pray the sorrowful mysteries of the rosary.

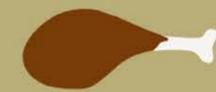
### LIVE THE DAY



Take the day totally off from work and schoolwork.



Decorate your house. Easter Lillies symbolize the hope, joy, and new life found in the resurrection.



Have a feast!



Keep it up. Catholics celebrate the Octave of Easter; that means Easter is 8 days long!

### ACKNOWLEDGMENTS/PERMISSIONS

**BIG THANKS** to Melissa Keating for the initial idea and research for this Illustrated Guide. This Illustrated Guide was created by Jonathan Teixeira and first published on the FOCUS Blog at [focus.org/blog](http://focus.org/blog). The Fellowship of Catholic University Students launches college students into lifelong Catholic mission. Learn more at [focus.org](http://focus.org). Follow Jonathan on twitter: @jonteixeira. Printable PDFs of this Illustrated Guide are available at [bit.ly/triduuminfographic](http://bit.ly/triduuminfographic). Feel free to share this guide on social media and use it personally (religious education, RCIA, home school, etc) however you like. If you'd like to repost this graphic online (e.g. post it on your blog) or distribute it in print or other media (e.g. parish bulletin), please request permission using the contact form at <http://www.focus.org/about/contact-us.html>



*Working Together for Catholic Education*

# **THOUGH MANY, WE ARE ONE**

## **UNIT 6 CHRIST IS RISEN**

### **Lesson 5**

#### **The Easter Vigil**

Unit 6 Lesson 5

Christ Is Risen

The Easter Vigil

Lesson Overview

Students will be introduced to the Easter Vigil and the rites that take place during this celebration.

CURRICULUM CONNECTIONS

Religious Education:

**Grade 4 - CL1.3:** Link the Sacraments of Initiation and Reconciliation to the seasons of the liturgical calendar (Advent, Lent, and Easter) and identify in the symbols of the sacraments and the seasons, signs of God’s presence (e.g. “I baptize you in the name of the Father and of the Son and of the Holy Spirit.”). [CCC nos. 1420-1470]

**Grade 5 - CL3.3:** Examine the Baptismal liturgy of the Easter Vigil and explain why the liturgy begins with the Litany of the Saints to which the names of those to be baptized are added, and why it is appropriate form of prayer to the saints. (Through baptism we become members of the communion of Saints. When we pray to the saints, we’re simply asking them to help us, by praying to God on our behalf, or thanking them for having already done so.) [CCC nos. 946-959; 1173]

**Grade 6 - CL3.2:** 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 - Exultat, Scripture Readings; through

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Call to Family, Community, and Participation

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

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

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

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

sacramentals - incense, water, oils, cross).  
[CCC nos. 1127-1130]

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

#### Big Idea:

The Liturgical seasons are marked by specific rituals, prayers, signs, images and colours which have developed throughout the Tradition of the Church and which have become part of our experience of faith in Christ as expressed in the yearly life of the Church.

- What are some rituals that take place at the Easter Vigil?
- What do the signs and images remind us about our faith?

### LEARNING GOALS

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

- Describe the basic structure of the Easter Vigil
- Identify signs and symbols in the sacraments of initiation at the Easter Vigil.

**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:

- Triduum
- Exultet
- Sacrament of Initiation
- Intercession
- Sacramental
- Faithful

#### Materials:

#### Internet Resources:

- *Easter Vigil Baptism:*  
<https://www.youtube.com/watch?v=wtIFLHNof4>

#### Resources:

- The Easter Vigil: The Solemn Beginning of the Vigil (*Appendix 1*)
- The Easter Vigil: The Liturgy of the Word (*Appendix 2*)
- The Easter Vigil: Baptismal Liturgy (*Appendix 3*)
- The Easter Vigil: The Liturgy of the Eucharist (*Appendix 4*)
- Easter Vigil Worksheet: (*Appendix 5*)
- An Illustrated Guide to the Triduum (*Appendix 6 – as separate attachment*)

## 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

Introduce the celebration of the Easter Vigil to students by reminding them of the video of the preparation of the Paschal Candle that was viewed last class.

Inform students that they will be learning about the structure of the Vigil, what happens throughout the celebration, and the signs associated with the Vigil.

Ask students when the Easter Vigil takes place (Easter Saturday – no earlier than sunset). Inform them that the Easter Vigil is referred to as the mother of all Church celebrations, is the most beautiful liturgy in the Church, and as such, that the average vigil is about 2-2.5 hours in length.

The Easter Vigil marks the beginning of Easter. The vigil is divided into four parts:

1. The Solemn Beginning of the Vigil (viewed in part during the last class)
2. The Liturgy of the Word
3. Baptismal Liturgy
4. The Liturgy of the Eucharist

Ask students to recall what they have learned about the Solemn Beginning of the Vigil (begins outside of the church, a big fire is lit and blessed, the Paschal Candle is prepared, lit from the fire, and processed into the church in darkness, people light their tapers from the Paschal Candle).

### ACTION

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

Divide students into 4 different groups, representing each part of the Vigil (if necessary, multiple groups may study the same part).

Inform each group that they will be looking at the basic structure of their part, what takes place, and the signs and symbols associated with it. Students will complete the section on the handout (*Appendix 5*) that corresponds to their part of the Vigil.

After each group has completed their sheet, they will share their findings with the other groups (in a jigsaw format). Each group will record the answers to the corresponding parts on their sheet.

Once the students have had an opportunity to complete the entire sheet, the answers may be discussed with the entire class.

## 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

Share the Illustrated Guide to the Triduum (*Appendix 6*) with the students.

Review what takes place at the Easter Vigil.

You may choose to provide each student with the guide, or to display it somewhere in the classroom.

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- **Reflection Questions for the Easter Vigil:**
  - *How has God interceded in my life?*
  - *After hearing the Resurrection story, what events do I see in my own life that are, in need of new life, in need of resurrection?*
  - *How can I carry on the story of the resurrection to others?*

Sources: Roman Missal – The Easter Vigil in the Holy Night  
Busted Halo - Your Essential Guide to the Triduum, by Julianne Wallace  
Catholicculture.org: Easter Vigil

## APPENDIX 1

### The Easter Vigil: The Solemn Beginning of the Vigil

**Walking into the church for the Easter Vigil will look a lot different than any other time. You will notice a few differences:**

- The holy water fonts are drained.
- All the lights are out.
- The tabernacle is empty.

**What else will you notice?**

- You might ask yourself: *“Where is everybody?!”* That’s because the Vigil begins outside the church.

**So what happens?**

- A new fire is lit and blessed outside.
- The Paschal Candle is prepared while the priest marks the candle.
- Then the priest may insert five grains of incense into the candle in the form of a cross.
- The priest lights the candle from the new fire, saying:

***“May the light of Christ rising in glory dispel the darkness of our hearts and minds.”***

**Then we head inside:**

- The candle is then processed through the church.
- The deacon (or priest if there is no deacon), lifts the candle at three different times, singing: The Light of Christ (or Lumen Christi). The congregation sings in reply: Thanks be to God (or Deo gratias).
- Everyone lights their candle from the Easter candle and continue in procession until the whole church is lit up by the tapers. The Paschal candle symbolizes Christ, the Light of the World.

**The glorious Easter song of the Catholic Church:**

- The Exsultet (Easter proclamation) is sung by the deacon (or a priest, or a cantor from the music ministry).
- The song announces the dignity and meaning of the mystery of Easter; it tells of man's sin, of God's mercy, and of the great love of Christ.
- We, in turn, thank the Trinity for all the graces that have been given to us.
- The Exsultet is sung in a church lit only with the light of the Paschal Candle and other smaller candles, which people are holding.

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

Sources: Roman Missal – The Easter Vigil in the Holy Night  
Busted Halo - Your Essential Guide to the Triduum, by Julianne Wallace  
Catholicculture.org: Easter Vigil

## APPENDIX 2

### The Easter Vigil: The Liturgy of the Word

#### **During the Easter Vigil, 9 readings are provided:**

- 7 Old Testament
- 2 New Testament.
- Not all are required to be read (due to time constraints).
- at least 3 Old Testament readings must be read, including Exodus 14.

#### **The readings tell us the story of our salvation, from Adam and Eve right to the Resurrection! So, what are the readings?**

- The story of creation (Genesis 1 and 2).
- Abraham and Isaac (Genesis 22).
- The crossing of the Red Sea (Exodus 14 and 15).
- The prophet Isaiah proclaiming God's love (Isaiah 54).
- Isaiah's exhortation to seek God (Isaiah 55).
- The glory of God (Baruch 3 and 4).
- A prophecy of Ezekiel (Ezekiel 36).
- Saint Paul on being baptized into Jesus Christ (Rom 6).
- The empty tomb discovered on Easter morning (Luke 24:1-21).

#### **But wait, there's more!**

- After each of the Old Testament readings (the first 7), a psalm is sung by everyone, followed by a prayer led by the priest.
- After the Old Testament readings have been read, the altar candles are lit.
- The Gloria is sung before the New Testament reading of the Romans, and bells ring throughout the whole song.
- The Alleluia is sung before the Gospel of Luke is proclaimed.
- The Homily follows the Gospel.

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

Sources: Roman Missal – The Easter Vigil in the Holy Night  
Busted Halo - Your Essential Guide to the Triduum, by Julianne Wallace  
Catholicculture.org: Easter Vigil

### APPENDIX 3

#### The Easter Vigil: Baptismal Liturgy

The Baptismal Liturgy involves a bit more than just the sacrament of Baptism. Here is what takes place:

##### **The blessing of water:**

- The Priest goes to the Baptismal Font with the catechumens (those who will be baptised) and their sponsors.
- The Litany of the Saints is sung.
- The water in the Baptismal Font is blessed.
- The priest lowers the Paschal Candle into the font 3 times while praying the blessing.

##### **Baptism:**

- The priest then questions the catechumens with the profession of faith, which includes the rejection of sin and the Apostles' Creed.
- The priest then baptizes each catechumen individually, by either immersing their whole body or by pouring water on their head 3 times.
- The faithful (all present) typically respond with an "amen", sometimes sung, after each baptism.
- Each newly baptized is anointed with the oil of chrism.
- Each new member of the church is clothed in a white garment and presented with a baptismal candle, which is lit from the Paschal Candle.

##### **The renewal of baptismal promises:**

- The faithful renew their baptismal promises at this time, if they did not do so with the catechumens.
- The priest then sprinkles (blesses) the faithful with holy water.

##### **The celebration of reception:**

- Those who were baptized are then invited to the sanctuary (the area at the front of the church where the altar is located) to be received into the faith.

##### **Confirmation:**

- All those who will be confirmed are invited to the front of the church.
- The laying of the hands takes place, where the priest outstretches his hand and prays over the confirmation candidates, asking the Holy Spirit to bless them with its gifts.
- The candidates are anointed with chrism as they are confirmed.
- All of the candidates and sponsors return to their places.

##### **The prayer of the faithful:**

- The Baptismal Liturgy concludes with the prayer of the faithful.

Sources: Roman Missal – The Easter Vigil in the Holy Night  
Busted Halo - Your Essential Guide to the Triduum, by Julianne Wallace  
Catholicculture.org: Easter Vigil

## **The Easter Vigil: The Liturgy of the Eucharist**

At this point in the Vigil, the Mass resumes, with the special prayers inserted during the Eucharistic Prayer. The whole church is called to join at the sacrificial table that Christ prepared for us through his death and resurrection.

### **The Offertory:**

- The gifts of bread and wine are typically brought forward by the newly baptized.

### **Prayer of the Offerings:**

- We ask God to accept our prayers and offerings.
- We ask for healing.

### **The Preface:**

- The newly baptized are prayed for in a special way during this prayer.
- We ask God to remember them as the newest members of our family.

### **The sung responses:**

- The Holy Holy
- The Memorial Acclamation
- The Great Amen
- The Lamb of God

### **Communion:**

- The Priest may briefly address the newly baptized about receiving their first Communion.
- The newly baptized receive both the body & the blood of Christ.

### **Prayer after Communion:**

- The priest asks God to fill us with the Spirit of love and to make us one in mind and heart.

### **The Solemn Blessing:**

- A special Easter blessing in which the faithful (all present) respond “**amen**” three times, before the fourth and final “amen” after making the sign of the cross.

### **The Sung Dismissal:**

- During the Octave (first 8 days) of Easter, the deacon (or priest) will sing:  
“Go forth, the Mass is ended, alleluia, alleluia” or “Go in peace, alleluia, alleluia”.
- All respond in song: “Thanks be to God alleluia, alleluia”.

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

The Easter Vigil

Part 1: \_\_\_\_\_

The rituals that take place:

Signs and Symbols:

What they represent:

Part 2: \_\_\_\_\_

The rituals that take place:

Signs and Symbols:

What they represent:

The Easter Vigil

Part 3: \_\_\_\_\_

The rituals that take place:

Signs and Symbols:

What they represent:

Part 4: \_\_\_\_\_

The rituals that take place:

Signs and Symbols:

What they represent:



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# **THOUGH MANY, WE ARE ONE**

## **UNIT 6 CHRIST IS RISEN**

Lesson 6

Immersed

Unit 6 Lesson 6

Christ Is Risen

Immersed

Lesson Overview

Students will examine the Baptismal liturgy of the Easter Vigil.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4:

**CL1.3:** Link the Sacraments of Initiation and Reconciliation to the seasons of the liturgical calendar (Advent, Lent, and Easter) and identify in the symbols of the sacraments and the seasons, signs of God’s presence (e.g. “I baptize you in the name of the Father and of the Son and of the Holy Spirit.”). [CCC nos. 1420-1470]

Grade 5:

**CL3.3:** Examine the Baptismal liturgy of the Easter Vigil and explain why the liturgy begins with the Litany of the Saints to which the names of those to be baptized are added, and why it is appropriate form of prayer to the saints. (Through baptism we become members of the communion of Saints. When we pray to the saints, we’re simply asking them to help us, by praying to God on our behalf, or thanking them for having already done so.) [CCC nos. 946-959; 1173]

Grade 6:

**CL3.2:** 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;

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Call to Family, Community, and Participation

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

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

**CGE5a:** Works effectively as an interdependent team member.

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

through word and song - Exultat, Scripture Readings; through sacramentals - incense, water, oils, cross). [CCC nos. 1127-1130]

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

#### Big Idea:

The Liturgical seasons are marked by specific rituals, prayers, signs, images and colours which have developed throughout the Tradition of the Church and which have become part of our experience of faith in Christ as expressed in the yearly life of the Church.

- What is the significance of some of the signs and rituals that take place in the Baptismal liturgy?
- What is the importance of the Litany of Saints at the Easter Vigil?

### LEARNING GOALS

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

- Identify and explain the signs and symbols within the Baptismal liturgy of the Easter Vigil.
- Explain what the Litany of Saints is and why it takes place in the Baptismal 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:

- Baptismal liturgy
- Baptismal font
- Litany of Saints
- Profession of faith
- Paschal Candle
- CCC

#### Materials:

#### Internet Resources:

- *Easter Vigil Baptism:*  
<https://www.youtube.com/watch?v=wtIFILHNof4>
- *Come to the Water Music Video:*  
<https://www.youtube.com/watch?v=MrhqUi4DNJk>

### MINDS ON

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

Ask students to recall the 4 parts of the Easter Vigil (*The Solemn Beginning of the Vigil/The Liturgy of the Word/Baptismal Liturgy /The Liturgy of the Eucharist*).

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

To review the vocabulary listed in *Terminology* and all other vocabulary that has been learned in this unit, it would be beneficial to create an anchor chart with these words. This will assist as these terms are recalled throughout the unit and will further assist with the consolidation of understanding for students.

Inform students that they will be looking closely at the Baptismal Liturgy today.

Ask students to recall what takes place throughout the Baptismal Liturgy during the Easter Vigil ( *blessing of water/baptisms/renewal of baptismal promises/Reception of Candidates/Confirmation/Prayer of the Faithful*).

Inform students that they will be viewing a video clip of an Easter Vigil Baptism. Students should be prepared to share/discuss what they see in the video, including rituals, signs and what they may represent. View the video clip at this time.

### ACTION

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

The following discussion can take place after viewing the video:

- 1. What did you see happen in the Baptismal Liturgy?** (*Candidate called forward with sponsor/procession to the Baptismal Font with family during the Litany of Saints/blessing of the water/Profession of Faith/Baptism/Alleluia is sung/the faithful bless themselves with holy water.*)
- 2. What is the significance of the candidate being called by name?** (*In the Gospels, Jesus often calls people by name so that they would come follow him. An example is Zacchaeus, the tax collector, whose life changed as soon as he followed the Lord. (See Luke 19:1-10). Isaiah also reminds us that the Lord calls us by name. (See Isaiah 43:1). Candidates seeking to join the Church are also being called, and they too are following Jesus.*)
- 3. Why do you think the Baptismal liturgy begins with the Litany of Saints?** (*When we were baptized, whether as infants or later on such as at the Easter Vigil, we become members of the communion of saints. We often pray with our communities – church, school, family, etc, and the saints are another one of our communities. When we pray to the saints, we’re simply asking them to help us, by praying to God on our behalf, or thanking them for having already done so. The names of those who are about to be baptized are also added to the litany, because they will be members shortly. Note: Even though we often say “pray to” the saints, what we are actually doing is asking the saints to pray WITH us TO God.*)
- 4. What symbols do we see during the blessing of the water? What do they represent?** (*water – new life, and sometimes the Paschal Candle is used - a reminder of our own baptism – that since we have died with him, we too will rise with him. The Paschal Candle plunged into the water also symbolizes the Holy Spirit, who is making holy the waters of Baptism.*)

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

5. **What does the profession of faith remind you of? (*The Apostles' Creed*). Why do you think it is important for everyone to participate in this profession?** (*It is important to renew our baptismal promises many times, as we do by saying the Apostles' Creed at Mass every week. The profession of faith is another way of doing this in a powerful way. CCC 197: To say the Credo with faith is to enter into communion with God, Father, Son and Holy Spirit, and also with the whole Church which transmits the faith to us and in whose midst we believe.*)
6. **What symbols do we see in the actual Baptism?** (*The water – new life, the trinity – Father, Son & Holy Spirit, when a person is baptized, they are not just immersed in water, but immersed into our faith, and become a member of the Body of Christ; Forgiveness – forgives original sin and all personal sins. See CCC 1262-1284. Alleluia – the alleluia is often sung after a baptism, which means “praise God”.*)
7. **The last ritual we see is the faithful blessing themselves with holy water. When do we do this? (when we enter/leave a church). Why do we do this?** (*This ritual is a reminder of our baptism. We entered the Church through baptism, and now when we come to celebrate Eucharist, we are able to do this because we were baptized in Christ.*)

### CONSOLIDATION

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

Reflective Video: Come to the Water (Matt Maher)

<https://www.youtube.com/watch?v=MrhqUi4DNjk>

- Students may reflect on this contemporary version of the song, and how it relates to the Sacrament of Baptism.

Reflective Journal: The Sacrament of Baptism

- Invite students to complete a reflective journal on the sacrament of baptism. If students require prompting, direct them to the 7 questions that were discussed during the lesson and what stood out for them during this sharing.

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Looking further into the Sacrament of Baptism in a context that is outside of the Easter Vigil (i.e. consider inviting a caregiver and his/her newly baptized infant to class to discuss what they experienced during the baptism).



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# **THOUGH MANY, WE ARE ONE**

## **UNIT 6 CHRIST IS RISEN**

### **Lesson 7**

#### **Easter Symbols**

Unit 6 Lesson 7

<b>Christ Is Risen</b>	<b>Easter Symbols</b>
	<p><b>Lesson Overview</b> Students will choose one symbol from the Easter Vigil and express what it means through one form of art.</p>
	<p><b>Duration:</b> (3 period lesson)</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p><b>Religious Education:</b> <b>Grade 4:</b> <b>LC2.2:</b> Identify how in the Church, its practices, celebrations, service and teachings gather and form us for a life of holiness (e.g. action of the Holy Spirit in the Sacraments, the practice of virtue and charity – outreach, the message of hope and the examples of holiness presented in the readings of the Liturgy of the Word and the gift of Grace in the celebration of the Mass). [CCC nos. 152-62; 164-69; 178-88]</p> <p><b>Grade5:</b> <b>CL2.2:</b> 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). [CCC nos. 1348-1355]</p> <p><b>Grade 6:</b> <b>BL2.3:</b> Describe through examples how the Church has handed on Revelation regarding the Incarnation through Tradition (e.g. preaching of the Word, celebration of the sacraments, catechesis, prayers and devotions). [CCC nos. 456-511]</p>	<p><b>The Catholic Social Teachings evident in this lesson include:</b> Call to Family, Community, and Participation</p> <p><b>The Ontario Catholic School Graduate Expectations evident in this lesson include:</b></p> <p><b>CGE2e:</b> 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</p> <p><b>CGE4f:</b> Applies effective communication, decision-making, problem-solving, time and resource management skills</p>

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

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

#### Big Idea:

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. [CCC nos. 512-513]

- What do the symbols of the Easter Vigil mean to me?
- How can I help others understand the Easter symbols of our faith?

### LEARNING GOALS

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

- Choose a symbol from the Easter Vigil and explain its significance and importance to them.

**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:

#### Materials:

*Will vary depending on the task that is chosen:*

- Music
- Speakers
- Computer or electronic device with Internet access
- Newspapers or magazines
- Painting/colouring supplies

#### Resources:

- All prior learning

### MINDS ON

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

Review with students all symbols associated with the Easter Vigil that were studied.

Create a list of the symbols with the students.

## 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)

1. Students are to choose 1 symbol from the Easter Vigil.
2. The task will be to explain what the symbol represents and what it means to them through an art form of their choice.
3. Examples of activities could include:
  - A drawing/painting/collage of the symbol accompanied by a written description
  - A Christian song that relates to the symbol with a written description
  - Writing a poem that explains the symbol
  - A multi-media presentation
  - A comic strip.
4. Students will require 2 periods to research/create the project, and 1 period should be reserved for the sharing of finished work. Students may need access to computers or electronic devices to gather further information about the symbol of their choice.

### **CONSOLIDATION**

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

Once the projects have been completed, students should share them with their classmates, either by small group sharing, or by presenting to the whole class.

### **CONTINUED LEARNING OPPORTUNITIES**

Further extensions to this lesson might include:

- Consider playing some Christian Easter music while the students are working on their symbols.



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# **THOUGH MANY, WE ARE ONE**

## **UNIT 6 CHRIST IS RISEN**

### **Lesson 8**

**Liturgy: The Easter Vigil**

Unit 6 Lesson 8

Christ Is Risen

Liturgy: The Easter Vigil

Lesson Overview

Students will participate in their very own Easter Vigil liturgy using the Paschal Candles that they created.

CURRICULUM CONNECTIONS

Religious Education:

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 (e.g. Mary – rosary, Sacred Heart, etc.). [CCC nos. 2617-2619; 2673-2679]

Grade 5:

**PR2.1:** Identify and use various means to enter into and experience vocal prayer (i.e. personal and communal, music, rosary, stations of the cross, novena, litanies), meditative prayer using various biblical passages (e.g. the Beatitudes, Jesus’ prayer of petition while on the cross – Father forgive them..., Jesus prays in the Garden of Gethsemane) and contemplative prayer (i.e. silence, images e.g. icons, adoration of the Blessed Sacrament). [CCC nos. 2697-2724]

Grade 6:

**BL2.3:** Describe through examples how the Church has handed on Revelation regarding the Incarnation through Tradition (e.g. preaching of the Word, celebration of the sacraments, catechesis, prayers and devotions). [CCC nos. 456-511]

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Call to Family, Community, and Participation

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

**CGE1f:** Seeks intimacy with God and celebrates Communion with God, others and creation through prayer and Worship

**CGE1c:** Actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures

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

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

#### Big Idea:

Prayer has many forms and expressions found in Scripture and Tradition – blessing and adoration, petition, intercession, thanksgiving and praise, vocal, meditative, and contemplative.

- Which forms of prayer can be found in the Easter Vigil?
- Which forms of prayer appeal to me?

### LEARNING GOALS

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

- participate actively and consciously in an Easter Vigil liturgy
- recognize that there are many forms of prayer in a 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:

- Solemn Beginning of the Vigil
- Liturgy of the Word
- Baptismal Liturgy
- Liturgy of the Eucharist
- Exsultet
- Solemn Blessing
- Solemn Dismissal

#### Materials:

- Paschal Candles (*from Lesson 4*)
- Computer & Speakers
- Bells (optional)

#### Resources: (*see attached Appendices*)

- Easter Vigil Liturgy (*see Appendix 1*)
- Scripture readings (*see Appendix 2*)
- Prayer of the Faithful (*see Appendix 3*)

### MINDS ON

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

Inform students that they will be participating in a mock Easter Vigil today. Students will need their Paschal Candles for the liturgy, as they will be using them for the Solemn Beginning of the Vigil. Each student will experience the preparation of the Paschal Candle.

Set up the classroom in a manner that is conducive to an effective liturgy.

## 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)

*Note: Inviting the school's parish priest to the vigil would be an excellent way to support the parish-school relationship. The priest would be able to preside, and would be able to answer any questions that the students may still have about the Vigil.*

1. 8-10 Student volunteers will be required for the following roles:
    - a) First reading (this reading may require multiple volunteers due to length)
    - b) Second Reading
    - c) Prayer of the Faithful (6 volunteers).
- It would be best to provide volunteers with their readings (Resources 2 & 3) in advance.***
2. It may be beneficial to provide each student with a copy of the Easter Vigil Liturgy (*Appendix 1*), which will provide them with many of the prayers and rituals used at the actual Easter Vigil.
  3. Follow *Appendix 1* to celebrate the liturgy.

### CONSOLIDATION

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

If time remains, ask students if they have any questions about the Easter Vigil that remain unanswered (*if a priest is present, it would appropriate for the students to ask Him the questions*).

- Ask the students which part of the vigil they enjoyed the most, and why.

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Students may identify the specific forms of prayer that are found in the Easter Vigil.
- Students identify which forms of prayer they prefer and are able explain why.

**Easter Vigil Liturgy**

*(Adapted from the Roman Missal)*

*Note: This Easter Vigil Liturgy is intended to familiarize the students with the prayers and rituals that take place in Catholic Churches across the world, every year at the Easter Vigil. Due to time constraints and the needs of each student, this liturgy may need further modification to best suit the students in your care. In the absence of a priest, the teacher may preside in this liturgy.*

**THE SOLEMN BEGINNING OF THE VIGIL**

*Environment: The liturgy should begin with the lights off. If a video of a fire can be displayed in the background, it would be appropriate to do so for the Solemn Beginning of the Vigil.*

Presider: In the name of the father, and of the son, and of the Holy Spirit.

All: Amen.

Presider: Dear brothers and sisters, on this most sacred night, in which our Lord Jesus Christ passed over from death to life, the Church calls upon her sons and daughters, scattered throughout the world, to come together to watch and pray. If we keep the memorial of the Lord's paschal solemnity in this way, listening to His word and celebrating His mysteries, then we shall have the sure hope of sharing His triumph over death and living with Him in God.

**Blessing of the Fire:**

Presider: Let us pray. O God, who through Your Son bestowed upon the faithful the fire of Your glory, sanctify this new fire, we pray, and grant that, by these paschal celebrations, we may be so inflamed with heavenly desires, that with minds made pure we may attain festivities of unending splendor.  
Through Christ our Lord.

All: Amen.

**Preparation of the Paschal Candle:**

*All pick up their Paschal Candles for the preparation.*

*The tracing will be done with the index finger.*

All:

1. Christ yesterday and today (trace a vertical line on top of the cross);
2. the Beginning and the End (trace a horizontal line on the cross);
3. the Alpha (trace on the Alpha symbol);
4. and the Omega (trace on the Omega symbol).
5. All time belongs to Him (trace the 2 in the upper left corner of the cross);
6. and all the ages (trace the 0 in the upper right corner of the cross);
7. To Him be glory and power (trace the third number in the lower left corner of the cross);
8. through every age and for ever. Amen (trace the fourth number in the lower right corner of the cross).

*All touch each wound on the cross of their candle, while saying:*

- |                          |   |   |   |
|--------------------------|---|---|---|
| 1. By His holy           |   | 1 |   |
| 2. and glorious wounds,  |   |   |   |
| 3. may Christ the Lord   | 4 | 2 | 5 |
| 4. guard us              |   |   |   |
| 5. and protect us. Amen. |   | 3 |   |

Presider: May the light of Christ rising in glory dispel the darkness of our hearts and minds.  
*(if the candles can be lit with a tea light, it is appropriate to do so at this time)*

Presider: The Light of Christ!  
**All: Thanks be to God.**

Presider: The Light of Christ!  
**All: Thanks be to God.**

Presider: The Light of Christ!  
**All: Thanks be to God.**

*All the lights may be turned on at this point.*

**The Exsultet:**

All listen to the Exsultet (the Easter Proclamation).

*Note: It may be appropriate to shorten the song.*

<https://www.youtube.com/watch?v=WyEAsiDjFP4>

**THE LITURGY OF THE WORD**

Presider: Dear brothers and sisters, now that we have begun our solemn Vigil, let us listen with quiet hearts to the Word of God. Let us meditate on how God in times past saved His people and in these, the last days, has sent us His Son as our Redeemer. Let us pray that our God may complete this paschal work of salvation by the fullness of redemption.

First Reading: Exodus 14:15-15: 1 (see resource 2): *To be read by a student*

Gloria:

<https://www.youtube.com/watch?v=OOk6kql1CFc>

*Note: If bells are available, it would be engaging for students to be able to ring bells throughout the song while singing. If the sound of the bells throughout the entire song would be too overwhelming, the bells can be rung only through the refrain.*

Second Reading: Romans 6:3-11 (see Appendix 2): *To be read by a student*

Gospel: Luke 24:1-12 (see Appendix 2): *To be read by the presider*

### **BAPTISMAL LITURGY**

#### **The Litany of the Saints:**

Option 1: <https://www.youtube.com/watch?v=ZWt5y301BSY> (contemporary)

*Note: Prior to playing option 1, begin with the following:*

Presider: Lord have mercy.

**All: Lord have mercy.**

Presider: Christ have mercy.

**All: Christ have mercy.**

Presider: Lord have mercy.

**All: Lord have mercy.**

Option 2: <https://www.youtube.com/watch?v=LI7tHS6zneE> (traditional)

*All participate in the litany by singing the response: "Pray for us"*

#### **Profession of Faith:**

Presider: Dear brothers and sisters, through the Paschal Mystery we have been buried with Christ in Baptism, so that we may walk with Him in newness of life. And so, now that our Lenten observance is concluded, let us renew the promises of Holy Baptism, by which we once renounced Satan and his works and promised to serve God in the holy Catholic Church. And so I ask you:

Presider: Do you believe in God, the Father almighty, Creator of heaven and earth?

**All: I do.**

Presider: Do you believe in Jesus Christ, His only Son, our Lord, who was born of the Virgin Mary, suffered death and was buried, rose again from the dead and is seated at the right hand of the Father?

**All:** I do.

Presider: Do you believe in the Holy Spirit, the holy Catholic Church, the communion of saints, the forgiveness of sins, the resurrection of the body, and life everlasting?

**All:** I do.

Presider: And may almighty God, the Father of our Lord Jesus Christ, who has given us new birth by water and the Holy Spirit and bestowed on us forgiveness of our sins, keep us by His grace, in Christ Jesus our Lord, for eternal life.

**All:** Amen.

**Prayer of the Faithful:**

*The prayer of the faithful are read at this time.*

**All respond:** Lord, hear our prayer.

**Solemn Blessing:**

Presider: May almighty God bless you through today's Easter Solemnity and, in His compassion, defend you from every assault of sin.

**All:** Amen.

Presider: And may He, who restores you to eternal life in the Resurrection of His Only Begotten, endow you with the prize of immortality.

**All:** Amen.

Presider: Now that the days of the Lord's Passion have drawn to a close, may you who celebrate the gladness of the Easter Season come with Christ's help, and exulting in spirit, to those feasts that are celebrated in eternal joy.

**All:** Amen.

Presider: And may the blessing of almighty God, the Father, and the Son, and the Holy Spirit, come down on you and remain with you for ever.

**All:** Amen.

**Solemn Dismissal (may be said or sung):**

Presider: Go in peace, alleluia, alleluia.

**All:** Thanks be to God, alleluia, alleluia.

## APPENDIX 2

### Readings for the Easter Vigil Liturgy

#### **First Reading: Exodus 14:15-15:1**

#### **A reading from the book of Exodus:**

Then the Lord said to Moses, “Why do you cry out to me? Tell the Israelites to go forward. But you lift up your staff, and stretch out your hand over the sea and divide it, that the Israelites may go into the sea on dry ground. Then I will harden the hearts of the Egyptians so that they will go in after them; and so I will gain glory for myself over Pharaoh and all his army, his chariots, and his chariot drivers. And the Egyptians shall know that I am the Lord, when I have gained glory for myself over Pharaoh, his chariots, and his chariot drivers.”

The angel of God who was going before the Israelite army moved and went behind them; and the pillar of cloud moved from in front of them and took its place behind them. It came between the army of Egypt and the army of Israel. And so the cloud was there with the darkness, and it lit up the night; one did not come near the other all night.

Then Moses stretched out his hand over the sea. The Lord drove the sea back by a strong east wind all night, and turned the sea into dry land; and the waters were divided. The Israelites went into the sea on dry ground, the waters forming a wall for them on their right and on their left. The Egyptians pursued, and went into the sea after them, all of Pharaoh’s horses, chariots, and chariot drivers. At the morning watch, the Lord in the pillar of fire and cloud looked down upon the Egyptian army, and threw the Egyptian army into panic. He clogged their chariot wheels so that they turned with difficulty. The Egyptians said, “Let us flee from the Israelites, for the Lord is fighting for them against Egypt.”

Then the Lord said to Moses, “Stretch out your hand over the sea, so that the water may come back upon the Egyptians, upon their chariots and chariot drivers.” So Moses stretched out his hand over the sea, and at dawn the sea returned to its normal depth. As the Egyptians fled before it, the Lord tossed the Egyptians into the sea.

The waters returned and covered the chariots and the chariot drivers, the entire army of Pharaoh that had followed them into the sea; not one of them remained. But the Israelites walked on dry ground through the sea, the waters forming a wall for them on their right and on their left.

Thus, the Lord saved Israel that day from the Egyptians; and Israel saw the Egyptians dead on the seashore. Israel saw the great work that the Lord did against the Egyptians. So the people feared the Lord and believed in the Lord and in his servant Moses.

Then Moses and the Israelites sang this song to the Lord:

“I will sing to the Lord, for he has triumphed gloriously; horse and rider he has thrown into the sea. The word of the Lord.”

***All: Thanks be to God.***

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**Second Reading: Romans 6:3-11**

**A reading from the Letter of St. Paul to the Romans:**

Do you not know that all of us who have been baptized into Christ Jesus were baptized into his death? Therefore we have been buried with Him by baptism into death, so that, just as Christ was raised from the dead by the glory of the Father, so we too might walk in newness of life. For if we have been united with Him in a death like His, we will certainly be united with Him in a resurrection like His. We know that our old self was crucified with Him so that the body of sin might be destroyed, and we might no longer be enslaved to sin. For whoever has died is freed from sin. But if we have died with Christ, we believe that we will also live with Him. We know that Christ, being raised from the dead, will never die again; death no longer has dominion over Him. The death He died, He died to sin, once for all; but the life He lives, He lives to God. So you also must consider yourselves dead to sin and alive to God in Christ Jesus. The word of the Lord.

***All: Thanks be to God.***

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**Gospel: Luke 24:1-12**

The Lord be with you.

**All: And with your spirit**

A reading from the Holy Gospel according to St. Luke.

**All: Glory to you, O Lord.** (while signing forehead, lips, heart)

But on the first day of the week, at early dawn, they came to the tomb, taking the spices that they had prepared. They found the stone rolled away from the tomb, but when they went in, they did not find the body. While they were perplexed about this, suddenly two men in dazzling clothes stood beside them. The women were terrified and bowed their faces to the ground, but the men said to them, "Why do you look for the living among the dead? He is not here, but has risen. Remember how He told you, while He was still in Galilee, that the Son of Man must be handed over to sinners, and be crucified, and on the third day rise again." Then they remembered His words, and returning from the tomb, they told all this to the eleven and to all the rest. Now it was Mary Magdalene, Joanna, Mary the mother of James, and the other women with them who told this to the Apostles. But these words seemed to them an idle tale, and they did not believe them. But Peter got up and ran to the tomb; stooping and looking in, he saw the linen cloths by themselves; then he went home, amazed at what had happened. The Gospel of the Lord.

**All: Praise to you, Lord Jesus Christ.**

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APPENDIX 3

Prayer of the Faithful

1. For Pope Francis, (Arch) Bishop N., and all the clergy; for all Christians, who gather in celebration and wonder this day, and for all those whose lives bear witness to Christ's rising from the dead. We pray to the Lord.  
**All: Lord, hear our prayer.**
2. For the people throughout the world whose lives are broken by hatred, war, and oppression; and for leaders who will commit themselves to bringing peace to all people. We pray to the Lord.  
**All: Lord, hear our prayer.**
3. For all followers of Jesus who seek the peace of the Risen Christ; for those whose hearts and minds are troubled. We pray to the Lord.  
**All: Lord, hear our prayer.**
4. For all those without a job; for the sick, the homebound, and the hospitalized; and for all who care for the sick and the dying. We pray to the Lord.  
**All: Lord, hear our prayer.**
5. For all of us gathered in prayer and for the special intentions of our class. We pray to the Lord.  
**All: Lord, hear our prayer.**
6. For those who have died and now share in the victory of Christ, and for the consolation of all those who mourn. We pray to the Lord.  
**All: Lord, hear our prayer.**

*Adapted from The Easter Triduum – Prayer of the Faithful, from the Liturgical Commission of the Archdiocese of Kingston. All rights reserved.*



*Working Together for Catholic Education*

# **THOUGH MANY, WE ARE ONE**

## **UNIT 6 CHRIST IS RISEN**

### **Lesson 9**

#### **The Risen Lord**

Unit 6 Lesson 9

Christ Is Risen

The Risen Lord

Lesson Overview

Students reflect on and discuss the events of Easter morning.

Duration: 60 -80 min.

CURRICULUM CONNECTIONS

Religious Education:

**Gr.4 - BL2:** Demonstrate an understanding of the resurrection of the body and life everlasting  
**Gr.5 - CL3.1:** Identify and examine a selection of the scripture passages in the New Testament which reveal the divinity of Jesus  
**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)

Language: Grades 4,5,6

Reading Overall Expectation 1:

Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;  
**1.1:** read a variety of texts from diverse cultures, including literary texts..., graphic texts..., and informational texts...

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Call to Family, Community and Participation

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

A Discerning Believer Formed in the Catholic Faith Community who:

**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

An Effective Communicator who:

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

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

#### Big Idea:

- How did Jesus' followers know he rose from the dead?
- Jesus' resurrection is both historical, as witnessed through the testimony of Jesus' disciples and a mystery, understood through the recognition of Jesus' divinity

#### Scripture Passages:

- Matthew 28:1 – 10
- Luke 24:1 – 12

### LEARNING GOALS

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

- understand Jesus' resurrection is the central event of our Christian Faith
- understand the biblical story of Christ's resurrection
- connect the significance of the resurrection to our lives as children of God

**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:

- Resurrection
- perplexed

#### Materials:

- Bibles

#### Video Resource:

- Jesus of Nazareth (part IV) (1:24:54 to 1:41:57)  
[https://www.youtube.com/watch?v=WE5M3tH\\_Rjg](https://www.youtube.com/watch?v=WE5M3tH_Rjg)

### MINDS ON

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

Watch selection from Jesus of Nazareth.

*Students should understand this is a dramatic interpretation of these historic events and it varies from the Gospel writing. In movies, dramatic license is used to make things seem more exciting or to save time.*

Allow the students time after viewing the film to ask questions about what they saw to clarify understanding of what is being represented and to make observations.

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### Questions for discussion:

- Why do you think the apostles are so afraid?

*\*Students should grasp that the Apostles believed they would be arrested and condemned as Jesus was, so they were very afraid.*

- Why do you think they don't believe Mary?

*\*No one had ever risen from the dead before or since – the Apostles would not have understood how this was impossible. Like the Apostles we are also witnesses to the resurrection. The resurrection of Jesus represents the fulfillment of God's promise to us of eternal life. We can't completely comprehend God's power in causing this to happen. Just as with the miracles Jesus performed. God is divine; His ways are not human.*

- What evidence does Peter give them to explain why he believes Mary?

*\*Jesus said it would happen/Peter believes it is true.*

### ACTION

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

1. Divide the class into 2 groups and assign each group one of the scriptural passages Matthew 28:1 or Luke 24:1 – 12
2. Pair students together to compare the two passages
3. Provide each pair with a Venn Diagram to aid in their comparison
4. Bring the students together to share their comparisons with the whole group

### CONSOLIDATION

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

In Luke's Gospel it states that Peter went to the tomb after seeing Mary, but they don't show this in the film. Imagine you were one of the disciples or Mary.

- You may choose to draw a picture or write about your reaction to the events on Easter Sunday.
- What would you think, wonder?
- Allow class time for students to share their responses.



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# **THOUGH MANY, WE ARE ONE**

## **UNIT 6 CHRIST IS RISEN**

### **Lesson 10**

#### **The Shroud of Turin**

Unit 6 Lesson 10

<b>Christ Is Risen</b>	<b>The Shroud of Turin</b>
	<p><b>Lesson Overview</b> Students learn about, and examine the Shroud of Turin. Connections are made between the mystery of the resurrection and the possibility that the shroud may or may not represent physical evidence of this.</p> <p><b>Duration:</b> 40 - 60 min.</p>

<b>CURRICULUM CONNECTIONS</b>	<b>ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS &amp; CATHOLIC SOCIAL TEACHINGS</b>
<p><b>Religious Education:</b> <b>Gr.4 BL2:</b> Demonstrate an understanding of the resurrection of the body and life everlasting</p> <p><b>Gr.5 BL1:</b> Demonstrate an understanding of the important role of the Church in handing on Divine Revelation</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>The Catholic Social Teachings evident in this lesson include:</b> Call to Family, Community and Participation</p> <p><b>The Ontario Catholic School Graduate Expectations evident in this lesson include:</b> A Discerning Believer Formed in the Catholic Faith Community Who: <b>CGE1a:</b> Illustrates a basic understanding of the saving story of our Christian Faith</p>

<b>GUIDING QUESTIONS (coming out of the Big Idea)</b>
<p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>• Jesus’ resurrection is the central event of our Christian Faith</li> <li>• Jesus’ resurrection is both historical, as witnessed through the testimony of Jesus’ disciples and a mystery understood through the recognition of Jesus’ divinity</li> </ul> <p><b>Scripture Passages:</b></p> <ul style="list-style-type: none"> <li>• John 20:3 – 7</li> </ul>

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### LEARNING GOALS

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

- know about the Shroud of Turin
- what might the Shroud tell us about Jesus' death and resurrection

**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:

- Burial cloth
- Shroud
- Turin
- Relic: A part of a **deceased holy** person's body or **belongings** kept as an object of **reverence**

#### Materials:

- Bibles

#### Resources:

### MINDS ON

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

Read John 20:3 - 7

Opening: In the cathedral in Turin, Italy a holy relic is housed and it is believed to be the cloth Jesus' body was wrapped in at his burial. The cloth has been examined by scientists on many occasions but it has never been decisively concluded whether it is real or not.

The cloth depicts the body of a man who has suffered a brutal death. The wounds on the body reflect the wounds Jesus suffered during his arrest and crucifixion as they are accounted in the Gospel. One of unresolved mysteries of the Shroud is how the image came to be placed on the linen cloth.

**\*FYI**

***The Vatican takes no official position on the shroud's authenticity, although it encourages the faithful to venerate it as a symbol of Christ's suffering. As Pope John Paul II put it in 1998, "The Church entrusts to scientists the task of continuing to investigate."***

<http://news.nationalgeographic.com/2015/04/150417-shroud-turin-relics-jesus-catholic-church-religion-science/>

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### ACTION

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

1. Using the Smart Board display <http://shroud4kids.com/>.
2. Open the slide display “Here is the Story”.
3. Invite student volunteers to read the captions, pausing to explain vocabulary and answer questions as needed.
4. After the slide show ask students to recall other instances of the mysterious in Jesus’ life (circumstances of His birth, the miracles He performed).

### CONSOLIDATION

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

Students will write an entry in their Religion notebooks or prayer journals using the following prompt:

***The Shroud is a mystery. We may never understand how it came to be, but it provides us with a connection to Christ’s suffering and the mystery of the resurrection.***

*\*Differentiated instruction: Students may use assistive technology or a scribe as needed.*

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Invite students to further research the shroud through the above mentioned website and also <https://www.shroud.com/>
- Students may wish to research the Sudarium of Oviedo
- Students may also wish to investigate the scientific methods used in the examination of the shroud and to consider the measures needed to protect the ancient cloth of the shroud while it is investigated by scientists



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# **THOUGH MANY, WE ARE ONE**

## **UNIT 6 CHRIST IS RISEN**

### **Lesson 11**

**Thomas the Apostle**

Unit 6 Lesson 11

<h2>Christ Is Risen</h2>	<h3>Thomas the Apostle</h3>
	<p><b>Lesson Overview</b>                  Thomas expressed doubt about Christ’s resurrection and would not believe it until he had proof. In our lives we also look for evidence/proof - “To obey (from the Latin ob-audire, to "hear or listen to") in faith is to submit freely to the word that has been heard, because its truth is guaranteed by God, who is Truth itself. “ <i>Catholic Catechism 144</i></p> <p><b>Duration:</b> 80 - 120 minutes</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p><b>Religious Education:</b>  <b>Gr.4 BL1:</b> Demonstrate an understanding of the Transmission of Divine Revelation in history (i.e. Sacred Scripture and Tradition) and why the Gospels hold a special place in the Church. [CCC nos. 74-141]</p> <p><b>CL 2.2:</b> Identify through the passages of Scripture the gifts received by those who came to recognize the presence of Christ and who sought out an encounter with Him</p> <p><b>Gr.5 BL 3.1:</b> 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.</p> <p><b>Gr. 6 BL1:</b> Demonstrate an understanding of the Church’s teaching on how the human person comes to know and believe in God (from the created world through the natural light of</p>	<p><b>The Catholic Social Teachings evident in this lesson include:</b>                  Call to Family, Community and Participation</p> <p><b>The Ontario Catholic School Graduate Expectations evident in this lesson include:</b></p> <p>A Discerning Believer Formed in the Catholic Faith Community:  <b>CGE1a:</b> Illustrates a basic understanding of the saving story of our Christian Faith</p> <p><b>CGE1c:</b> Actively reflects on God’s word as communicated through the Hebrew and Christian scriptures</p> <p>An Effective Communicator:  <b>CGE2a:</b> Listens actively and critically to understand and learn in light of gospel values</p>

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<p>reason, through God’s self-revelation in Sacred Scripture and through the handing-on of the faith by the Church)</p> <p><b>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>Language: Grades 4,5,6</b> <b>Reading Overall Expectation 1:</b> Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; <b>1.1:</b> read a variety of texts from diverse cultures, including literary texts..., graphic texts..., and informational texts...</p>	
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<p><b>GUIDING QUESTIONS (coming out of the Big Idea)</b></p> <p><b>Big Idea:</b></p> <ul style="list-style-type: none"><li>• As humans we look for proof, as Thomas does.</li><li>• As Christians our faith sustains our devotion to Christ. Why is faith important to our relationship with Jesus?</li></ul> <p><b>Scripture Passages:</b></p> <ul style="list-style-type: none"><li>• John 20: 19 – 29</li></ul>
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<p><b>LEARNING GOALS</b></p> <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 story of Thomas the Apostle as a reflection on Christian faith</li><li>• reflect on Catholic understanding of the nature of faith vs. our desire as humans for evidence and proof for our beliefs</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>
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## Though Many, We Are One - Religious Education for Combined Junior Grades

### INSTRUCTIONAL COMPONENTS AND CONTEXT

**Terminology:**

- Faith
- Belief
- evidence

**Materials:**

- Bibles

**Resources:**

### MINDS ON

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

Record answers on chart paper or the board. Ask the class:

- What are some examples where we/people are asked for evidence or proof of something? (Math – prove solutions; Reading – evidence to support our comprehension of text; Science – hypotheses; Law – evidence at trial; etc.)
- Can you think of examples when we know or believe something, but we have no concrete evidence to prove it? (Trust of friends/ family, loyalty, etc.)
- Have you heard the phrase “doubting Thomas”? What do you think it means?

**Play 2 Truths and a Lie:**

Prepare 3 statements about yourself; one that is untrue and share them with the class. Have the students take turns guessing which one they think is untrue and why. Afterwards, ask them to prepare 3 statements in the same way. (It may be necessary to brainstorm some ideas for appropriate statements.) Allow a few minutes for them to think up their statements.

Create small groups of 3 or 4 students and have them play the game. Bring the group together again to discuss why we believe some things, but doubt others.

### ACTION

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

Read scripture passage: John 20: 19 – 29

1. Review text to ensure students have understood the content. Remind them of the phrase “doubting Thomas” and explain that this is where it originated.
2. Say to the students: “Thomas was one of the disciples, someone who followed Jesus and was a witness to his death. He could not believe Jesus had actually risen until he saw for himself. Jesus tells Thomas: ***‘Have you believed because you have seen me? Blessed are those who have not seen and yet have come to believe.’***”
3. Ask students to consider: What message is Jesus giving to Thomas and to us?
4. Students should understand: “Faith is to submit freely to the word that has been heard, because its truth is guaranteed by God, who is Truth itself.” *Catholic Catechism 144*

## 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

Recite the Apostle's Creed, our testimony of faith.

- Each student will write a reflection about his/her understanding of faith as it is revealed in this Gospel story. (Allow class time for sharing and discussion.)

*\*Differentiated instruction: Some students may use assistive technology or a scribe.*

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Review the Gospel reading to note the changes in the physical being of Christ since the resurrection. That is – he is corporeal, Thomas is able to touch his wounds, but he appears in the room with the disciples even though it is locked.
- Make comparisons between this appearance of the Risen Christ and the Road to Emmaus lesson.



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# **THOUGH MANY, WE ARE ONE**

## **UNIT 6 CHRIST IS RISEN**

### **Lesson 12**

#### **Jesus and the Apostles**

Unit 6 Lesson 12

<b>Christ Is Risen</b>	<b>Jesus and the Apostles</b>
	<p><b>Lesson Overview</b> Students will review bible passages recounting Jesus’ appearances to the disciples after the resurrection. Students will be asked to reflect on the mystery of Jesus’s appearances (i.e. how he is corporeal and He is also supernatural).</p> <p><b>Duration:</b> 60 – 80 minutes</p>

<b>CURRICULUM CONNECTIONS</b>	<b>ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS &amp; CATHOLIC SOCIAL TEACHINGS</b>
<p><b>Religious Education:</b> <b>Gr.4 - BL2:</b> Demonstrate an understanding of the resurrection of the body and life everlasting</p> <p><b>Gr.5 - CL3.1:</b> Identify and examine a selection of the scripture passages in the New Testament which reveal the divinity of Jesus</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>The Catholic Social Teachings evident in this lesson include:</b> Call to Family, Community and Participation</p> <p><b>The Ontario Catholic School Graduate Expectations evident in this lesson include:</b> A Discerning Believer Formed in the Catholic Faith Community Who: <b>CGE1a:</b> Illustrates a basic understanding of the saving story of our Christian Faith <b>CGE1c:</b> Actively reflects on God’s word as communicated through the Hebrew and Christian scriptures</p>

<b>GUIDING QUESTIONS (coming out of the Big Idea)</b>
<p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>• Through the resurrection Jesus’ physical being has changed</li> <li>• How is Jesus familiar to His Apostles after the resurrection? How is He different?</li> </ul> <p><b>Scripture Passages:</b> Luke 24:13 - 32 Luke 24:33 – 43 John 20:19 – 29 John 21: 4 – 14</p>

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

### LEARNING GOALS

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

- recognize how Christ’s divinity is revealed in His encounters with the Apostles after the resurrection
- make the connection that we, like the Apostles, are called on to be witnesses of the Resurrection and to Jesus’ promise of eternal life

**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:

- **Corporeal:** having a body
- **Supernatural:** (of a manifestation or event) attributed to some force beyond scientific understanding or the laws of nature

#### Materials:

- Bibles

#### Resources:

- Jigsaw Activity Organizer (*see Appendix 1*)

### MINDS ON

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

- Explain the meaning of corporeal.
- Ask students to reflect on the word “supernatural”.
  - Where have they heard it?
  - What might it mean?
  - Ask them to find the two words that make up this compound word.
  - Does this help us to understand the meaning?
- Ensure students have a clear understanding of the words.

## 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)

#### Jigsaw Activity:

1. Organize students into groups of 3 and assign each student a different one of the following scripture passages:  
Luke 24:13 -32, 33 – 43, John 21: 4 – 14, John 20:19 -29. Ask students to note the parts of the passage that reveal Jesus is corporeal (*he can be touched, he breathes on the Apostles*) and supernatural (*he appears in a locked room*).
2. Provide each student with a bible and the organizer (*Appendix 1*) and review instructions.

### CONSOLIDATION

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

After the Jigsaw activity, bring the group together to share and clarify understanding. Ensure students understand that the supernatural aspects of these passages reveal the divinity of Jesus and as Christians we are witnesses to His divinity.

- **Ask:** Why do you think Luke and the other gospel writers provide so much detail about Christ's appearances after the crucifixion?
- **Say to the students:** The Apostles were the physical witnesses of the resurrection. We are called to be witnesses by our faith, our understanding of the Gospels and our connection to God through the Holy Spirit.

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- There are countless paintings of important scenes from the New Testament. Some can be viewed at the website: **Art and the Bible**, which conveniently pairs paintings with scripture passages. <http://www.artbible.info/>
- As an art lesson you may wish to invite students to visualize for themselves what they imagine the scene to look like (through reflection or an actual drawing) and compare their interpretation to the artist's depiction.

Curriculum Expectation – **Arts, Grades 4,5,6**

**Overall Expectation: Reflecting, Responding, Analysing:** apply the critical analysis process (see pages 23 – 28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

**D2.1:** interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey

Jigsaw Activity Organizer

Answer the questions for your passage as completely as possible. When each member is finished share your work with each other and fill in the answers for the other 2 passages. Use the back of the page if you need more room.

**Read Luke 24:13 – 32**

Why do you think the disciples didn't recognize Jesus?

What is the significance of Jesus blessing and breaking the bread with them?

Imagine you were one of the travellers who met up with Jesus on the road – what would you think, feel?

**Read John 21: 4 – 14**

What are some of the things Jesus does in this passage to show his power/strength?

Why do you think the disciples didn't recognize Jesus?

If you were a disciple of Christ, what would you think/wonder/do if you were there?

**Read John 20:19 – 29**

What are some of the things Jesus does in this passage to show his power/strength?

How does Jesus prove to the disciples that He has risen?

If you were a disciple of Christ what would you think/wonder/do if you were there?



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# **THOUGH MANY, WE ARE ONE**

## **UNIT 6 CHRIST IS RISEN**

### **Lesson 13**

#### **The Ascension**

Unit 6 Lesson 13

<b>Christ Is Risen</b>	<b>The Ascension</b>
	<p><b>Lesson Overview</b> Students read scripture passages and reflect on Christ's Ascension into heaven.</p>
	<p><b>Duration:</b> 40 - 60 min.</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p><b>Religious Education:</b>  <b>Gr.4 BL2:</b> Demonstrate an understanding of the resurrection of the body and life everlasting  <b>Gr.5 CL3.1:</b> Identify and examine a selection of the scripture passages in the New Testament which reveal the divinity of Jesus  <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>The Catholic Social Teachings evident in this lesson include:</b> Call to Family, Community and Participation</p> <p><b>The Ontario Catholic School Graduate Expectations evident in this lesson include:</b></p> <p>A Discerning Believer Formed in the Catholic Faith Community Who:  <b>CGE1a:</b> Illustrates a basic understanding of the saving story of our Christian Faith</p> <p><b>CGE1c:</b> Actively reflects on God's word as communicated through the Hebrew and Christian scriptures</p> <p>A Reflective and Creative Thinker Who:  <b>CGE3a:</b> Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges</p>

GUIDING QUESTIONS (coming out of the Big Idea)
<p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>• Jesus spent 40 days with the disciples after Easter teaching them and preparing them for their mission to spread the news of His teachings and the new covenant with God</li> <li>• Jesus' promise to his Apostles and to us is that although He is not physically present, He is with us always, through the Holy Spirit</li> <li>• How did Jesus prepare the Apostles for the time He would leave them and for their mission after his ascension?</li> </ul>

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

**For teacher information:** Christ's body was glorified at the moment of his Resurrection, as proved by the new and supernatural properties it subsequently and permanently enjoys.<sup>533</sup> But during the forty days when he eats and drinks familiarly with his disciples and teaches them about the kingdom, his glory remains veiled under the appearance of ordinary humanity.<sup>534</sup> Jesus' final apparition ends with the irreversible entry of his humanity into divine glory, symbolized by the cloud and by heaven, where he is seated from that time forward at God's right hand. (*Catholic Catechism 59*)

### Scripture Passages:

- Luke 24:50-53
- Acts 1:6-11
- Matthew 28:20

## LEARNING GOALS

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

- understand the biblical story of Christ's ascension
- connect the significance of the ascension to our lives as children of God

**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:

- ascension

### Materials:

- Bibles

### Resources: (Optional)

- Ascension of Jesus Christ from AD The Bible Continues  
<https://www.youtube.com/watch?v=RDOLNtc1UE4>

## MINDS ON

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

**Say:** "Jesus spent time with the disciples for 40 days after Easter. In many different passages in the bible he tells them he will be physically present with them for only a short time. As with the resurrection, it is difficult for us to understand, since it never happened before or since Jesus. We know through the bible accounts that the disciples were witnesses to the Ascension. We know that Jesus' physical body ascended but we are unable to explain how – this is another example of the supernatural nature of Jesus after the resurrection."

If necessary, remind students of the definition of 'supernatural.'

## 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)

1. Display and read Luke 24:50-53, and Acts 1:6-11 on the Smart Board.
2. Ask students to close their eyes and visualize what the Apostles might have seen and felt as witnesses to the Ascension.
3. Ask them to share what they thought and felt.
4. Share this quote from Matthew (28:20) ***“And remember, I am with you always, to the end of the age.”***

Remind the students that the Apostles would have understood, or would have come to understand, that although Jesus had left them physically, through the Holy Spirit He was with them as He is with us.

### CONSOLIDATION

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

**Say:** “Jesus instructed his Apostles to spread the news of His message for a new understanding of God. He promised to send them help so His message would reach all His children.

- Imagine you were a disciple of Christ and a witness to His ascension into heaven.
- Draw a picture or write a reflection about what you would see, how you would feel and what you would wonder.

Allow class time for students to share their responses.

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- View the depiction of the ascension in the video: <https://www.youtube.com/watch?v=RD0LNtc1UE4>
- View the video “Ascension Day explained with LEGO” <https://www.youtube.com/watch?v=6D0kMWj5NCE> (Note: In Canada the Ascension is always celebrated on a Sunday. In the US, it is usually celebrated on a Thursday.)
- As an art lesson you may wish to invite students to visualize for themselves what they imagine the scene to look like (through reflection or an actual drawing) and compare their interpretation to the artist’s depiction.

Curriculum Expectation – **Arts, Grades 4,5,6**

**Overall Expectation: Reflecting, Responding, Analysing:** apply the critical analysis process (see pages 23 – 28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

**D2.1:** interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey



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# **THOUGH MANY, WE ARE ONE**

## **UNIT 6 CHRIST IS RISEN**

### **Lesson 14**

#### **The Holy Spirit**

Unit 6 Lesson 14

Christ Is Risen

The Holy Spirit

Lesson Overview

Students learn about the Holy Spirit.

CURRICULUM CONNECTIONS

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

Religious Education:

**Gr.4 CL1:** Understand that through the actions of the Holy Spirit and the ministry of the priest, the sacraments can heal relationships and restore us to new life

**Gr.5 CL3.1:** Identify and examine a selection of the scripture passages in the New Testament which reveal the divinity of Jesus

**PR1:** Understand how the Holy Spirit continues to teach us to pray individually and communally through the Church

**Gr. 6 BL2.2:** Through an examination of the account of the Incarnation in Scripture, identify the role of the Holy Spirit and the Virgin Mary and describe the meaning and significance of the Incarnation (i.e. the Son of God became human)

The Catholic Social Teachings evident in this lesson include:

Call to Family, Community and Participation

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

A Discerning Believer Formed in the Catholic Faith Community Who:

**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

GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- The Trinity means God is three distinct Persons in One (*Father, Son & Holy Spirit*). Each are coequal
- The Holy Spirit is God’s breath in the world
- We come to God through the Spirit and God comes to us through the Holy Spirit

Scripture Passages:

Psalm 51:11; Matthew 1:18, 3:11; Mark 1:8, 1:10; Luke 1:15, 1:35; John 1:32 – 33

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

### LEARNING GOALS

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

- understand some aspects of the Holy Spirit

**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:

- coequal

#### Materials:

- Bibles

#### Resources:

- Display copy of The Apostle’s Creed (*See Unit 1, lessons 2&3*)
- Display copy of Prayer to the Holy Spirit (*Appendix 1*)
- Display copy of lyrics for : “*Spirit Come Down*” by Janet Vogt and Mark Friedman (*Appendix 2*)

#### Internet Resources:

- *Spirit and Song* website <http://www.spiritandsong.com>

### MINDS ON

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

Sing the Song “*Spirit Come Down.*”

This song is included on the *Never Too Young* and *Spirit & Song* CD collections, or can be purchased on the Spirit and Song website.

A sample of the song is available on the same website: <http://www.spiritandsong.com/>.

Play the song with lyrics and invite the students to join in. This is more effective if you are comfortable leading them. Rhythm instruments, if available, may be added.

Ask the students to reflect on the different ways the Holy Spirit is described in the song and share their answers. (Breath of life, fire of love)

## 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)

1. Prepare a KWL chart on chart paper (3 sections – what I know, what I wonder, what I have learned) and display for the class.
2. Ask students to share what they know about the Holy Spirit. Write down their responses in the “what I know section”.
3. Have students bless themselves and pray the Apostle’s Creed together.
4. Ask them to find references to the Holy Spirit in the Creed.
5. Ask them what they wonder about the Holy Spirit and add those to the “wonder” section.
6. Divide the students into 8 groups and assign one of the following passages per group: *Psalm 51:11; Matthew 1:18, 3:11; Mark 1:8, 1:10; Luke 1:15, 1:35; John 1:32 – 33*
7. Have each group read the assigned scripture passage together and record how the Holy Spirit is active in the passage.
8. Bring the group together to share their information – ask students to consider what they have learned about the Holy Spirit from the scripture passages and add this to the KWL chart.

*Note to teacher: Students may ask questions you aren’t confident about answering. It’s best to tell them that you don’t know, but you will find out and get back to them. The Catechism of the Catholic Church <http://www.vatican.va/archive/ENG0015/INDEX.HTM> may be helpful, but you may also wish to consult with your board’s Religious Education Department.*

### CONSOLIDATION

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

Tell the students:

- “We come to God through the Spirit and the Spirit works in us to help us to be closer to God. The Holy Spirit worked in the Apostles to help them spread the message of life everlasting as found in the Easter story of Jesus and in the acts of the Apostles.”
- Display and pray together “The Prayer to the Holy Spirit” (*Appendix 1*).
- Have students copy the “Prayer to the Holy Spirit” in their prayer journals or Religion notebooks.

*\*Differentiated Instruction: Printed copies may be provided.*

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Allow students to research the Holy Spirit, ask questions and share their understandings.
- Include the Holy Spirit Prayer in daily classroom prayer.
- Use the song “Spirit Come Down” in Pentecost liturgy (*Lesson 17*)

**APPENDIX 1**

**Prayer to the Holy Spirit**

Come Holy Spirit, fill the hearts of your faithful  
and kindle in them the fire of Your love.  
Send forth Your Spirit and they shall be created.  
And You shall renew the face of the earth.

O, God, who by the light of the Holy Spirit,  
did instruct the hearts of the faithful,  
grant that by the same Holy Spirit  
we may be truly wise  
and ever enjoy His consolations,  
Through Christ Our Lord, Amen.

## Spirit Come Down

By Janet Voigt and Mark Friedman

Spirit, Spirit, Spirit,  
come down from heaven.  
Spirit, Spirit,  
and seal us with your love.

Breath of life, breath of life, breath of life,  
come down from heaven.  
Breath of life, breath of life,  
and seal us with your love.

Fire of love, fire of love, fire of love,  
come down from heaven.  
Fire of love, fire of love,  
and seal us with your love.

Spiritus, Spiritus, Spiritus,  
come down from heaven.  
Spiritus, Spiritus,  
and seal us with your love.

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# **THOUGH MANY, WE ARE ONE**

## **UNIT 6 CHRIST IS RISEN**

Lesson 15

Pentecost

Unit 6 Lesson 15

<b>Christ Is Risen</b>	<b>Pentecost</b>
	<p><b>Lesson Overview</b> Students reflect on the story of Pentecost and its significance for us.</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p><b>Religious Education:</b> <b>Gr.4 BL1:</b> Demonstrate an understanding of the Transmission of Divine Revelation in history (i.e. Sacred Scripture and Tradition) and why the Gospels hold a special place in the Church</p> <p><b>Gr.5 BL1.1:</b> Through an examination of selected biblical passages, find evidence of the origin of the Church (i.e. its identity and role)</p> <p><b>CL3.2:</b> Name the images and symbols associated with Holy Thursday and Pentecost (e.g. sacred oils, bread and wine, foot washing, wind and tongues of fire) and explain what they convey and how their meaning deepen our Christian faith and guides our life of witness and service</p> <p><b>Gr. 6 BL1.3:</b> Identify the many ways we come to know God from the physical world and the human person</p>	<p><b>The Catholic Social Teachings evident in this lesson include:</b> Call to Family, Community and Participation</p> <p><b>The Ontario Catholic School Graduate Expectations evident in this lesson include:</b></p> <p>A Discerning Believer Formed in the Catholic Faith Community Who: <b>CGE1a:</b> Illustrates a basic understanding of the saving story of our Christian Faith</p> <p><b>CGE1c:</b> Actively reflects on God’s word as communicated through the Hebrew and Christian scriptures</p> <p><b>CGE3a:</b> Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.</p>

GUIDING QUESTIONS (coming out of the Big Idea)
<p><b>Big Idea:</b> At Pentecost, the Apostles were filled with the Holy Spirit and were given the power to share God’s message and the promise of eternal life with all people.</p> <ul style="list-style-type: none"> <li>• What happened at Pentecost?</li> <li>• Why is Pentecost important?</li> </ul>

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

- When and how do we experience the Holy Spirit in our lives?

### Scripture Passages:

- Acts 2:1 -8

## LEARNING GOALS

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

- Retell the story of Pentecost

**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:

- **Pentecost:** the Christian festival celebrating the descent of the Holy Spirit on the disciples of Jesus after his Ascension, held on the seventh Sunday after Easter

### Materials:

- Bibles

### Video Resources:

- Pentecost in 2 minutes (Busted Halo)  
<https://www.youtube.com/watch?v=J5tr4pgWlo4>
- The Bible series – Day of Pentecost  
<https://www.youtube.com/watch?v=FvDf6WqxWeY>  
<https://www.youtube.com/watch?v=lofMrKydR3Q>  
*(There are two different clips available. Please preview to determine which is most appropriate for your class.)*

## MINDS ON

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

Play the YouTube video **Pentecost in 2 minutes**.

Invite students to share impressions, questions and new learning.

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

	<b>ACTION</b> <ul style="list-style-type: none"><li>• Introducing new learning or extending/reinforcing prior learning</li><li>• Providing opportunities for practice and application of learning (guided → independent)</li></ul>
	Read scripture passage: Acts 2:1 -4  Questions for discussion and understanding: <ul style="list-style-type: none"><li>• How did they know the Holy Spirit was upon them? (<i>What did they see? hear?</i>)</li><li>• How were the disciples changed through the actions of the Holy Spirit?</li><li>• Why were these changes important for the work Jesus had given them?</li></ul>
	<b>CONSOLIDATION</b> <ul style="list-style-type: none"><li>• Providing opportunities for consolidation and reflection</li><li>• Helping students demonstrate what they have learned</li></ul>
	Draw a picture or write a reflection about your understanding of Pentecost.  Allow class time for students to share their work.
	<b>CONTINUED LEARNING OPPORTUNITIES</b>
	Further extensions to this lesson might include: <ul style="list-style-type: none"><li>• Watch the video “Day of Pentecost.” Invite students to share questions and new learning</li><li>• Research the peoples and places listed in Acts 2:9-11</li><li>• Pentecost Stations (next lesson)</li></ul>



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# **THOUGH MANY, WE ARE ONE**

## **UNIT 6 CHRIST IS RISEN**

### **Lesson 17**

#### **Stations of the Resurrection**

Unit 6 Lesson 17

Christ Is Risen

Stations of the Resurrection

Lesson Overview

Students practice and share the Stations of the Resurrection using tableaux.

Duration: 120 – 160 minutes

CURRICULUM CONNECTIONS

Religious Education:

**Gr.4 CL 3.3:** Distinguish between ‘sacramentals’ and ‘sacraments’ and use symbols, words, gesture, prayer and music as sacramentals in the creation of a sacred space and ritual celebrations that focus on the seasons of the liturgical year

**Gr.5 CL3.2:** Name the images and symbols associated with Holy Thursday and Pentecost (e.g. sacred oils, bread and wine, foot washing, wind and tongues of fire) and explain what they convey and how their meaning deepen our Christian faith and guides our life of witness and service

**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)

Language:

**Grade 4, 5, 6, Oral Communication**

**2.3:** communicate in a clear and coherent manner, presenting ideas and information in a readily understandable form

**2.5:** identify some vocal effects, including tone, pace, pitch, volume, and a variety of

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Call to Family, Community and Participation

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

A Discerning Believer Formed in the Catholic Faith Community Who:

**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, with others and creation through prayer and worship

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

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

	<p>sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning</p> <p><b>Arts – Drama (Grades 4,5,6)</b> <b>B1. Overall Expectation</b> <b>Creating and Presenting:</b> apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories</p> <p><b>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>	
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	<b>GUIDING QUESTIONS (coming out of the Big Idea)</b>	
	<p><b>Big Idea:</b></p> <ul style="list-style-type: none"><li>• Consolidate learning about the Easter Season from the past weeks.</li><li>• We remember and celebrate Pentecost as the foundation of our church and as a promise fulfilled by God.</li></ul> <p><b>Scripture Passages:</b></p> <ul style="list-style-type: none"><li>• see Via Lucis (Way of Light) <a href="http://www.catholicnewsagency.com/resources/liturgy/easter-season/via-lucis-way-of-the-light/">http://www.catholicnewsagency.com/resources/liturgy/easter-season/via-lucis-way-of-the-light/</a></li></ul>	

	<b>LEARNING GOALS</b>	
	<p>At the end of this lesson, students will know, understand and/or be able to:</p> <ul style="list-style-type: none"><li>• extend their understanding of the events of Easter and Pentecost</li><li>• participate in a liturgy based on the Stations of the Resurrection</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>- <b>Tableau:</b> a group of models or motionless figures representing a scene from a story or from history (plural: tableaux)</li> <li>- <b>Sacrament:</b> The sacraments are Christ's own gift that provide us with His grace. They are the divine helps which God gives us to enable us to:             <ul style="list-style-type: none"> <li>- Believe the truths of His faith</li> <li>- Live according to His moral code</li> <li>- Grow in His gift of divine life</li> </ul> </li> <li>- <b>Sacramentals:</b> Objects or actions that are sacred signs instituted by the Church. They help prepare us to receive the grace of the sacraments and sanctify different circumstances of life. (e.g. holy water, the sign of the cross, blessings)</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Copies of Stations of Resurrection (see link below)</li> <li>- optional costumes, props</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <b>Via Lucis (Way of Light)</b>  <a href="http://www.catholicnewsagency.com/resources/liturgy/easter-season/via-lucis-way-of-the-light/">http://www.catholicnewsagency.com/resources/liturgy/easter-season/via-lucis-way-of-the-light/</a></li> <li>- Songs:             <ul style="list-style-type: none"> <li>- Sons and Daughters - Catholic Book of Worship III #404  <a href="https://www.youtube.com/watch?v=3Jo0sVwTAB0">https://www.youtube.com/watch?v=3Jo0sVwTAB0</a></li> <li><b>or</b></li> <li>- The Celtic Alleluia - Catholic Book of Worship III #549  <a href="https://www.youtube.com/watch?v=UoaZq5eorpo">https://www.youtube.com/watch?v=UoaZq5eorpo</a></li> <li><b>or</b></li> <li>- The Light of Christ - Catholic Book of Worship III #394  <a href="https://www.youtube.com/watch?v=jbLHOA6mRkk">https://www.youtube.com/watch?v=jbLHOA6mRkk</a></li> <li><b>or</b></li> <li>- Alleluia, Give Thanks to the Risen Lord - Catholic Book of Worship III #383  <a href="https://www.youtube.com/watch?v=2U1MuOCHon4">https://www.youtube.com/watch?v=2U1MuOCHon4</a></li> </ul> </li> </ul>

MINDS ON
<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> <ol style="list-style-type: none"> <li>1. Briefly review tableaux with students by asking them to reflect on and share their experience with the Stations of the Cross before Easter.</li> <li>2. Tell students they are going to prepare a prayer service to celebrate the season of Easter.</li> <li>3. Explain the difference between “Sacrament” and “Sacramental”. Ask students what the Sacraments of the Catholic Church are. <i>Baptism, Confirmation, Holy Communion, Confession, Marriage, Holy Orders, and the Anointing of the Sick.</i> Share the definitions</li> </ol>

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provided. Explain to them that the Stations of the Cross and the Stations of the Resurrection are sacramental liturgies.

4. Organize 2 students as readers for each station. Distribute copies of the Via Lucia and have each pair read over the scripture reflection and prayer for their station. Ask them to restate to the class the main idea of the scripture passage and what is being asked in the prayer.

Have the group read through the script so all will understand how the Stations go together. This is a good time to review appropriate volume and use of expression when addressing a large group. It's also a good time to go over vocabulary and pronunciation to ensure students are confident in their reading.

### **ACTION**

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

1. You may wish to invite another junior class to join you in preparing the prayer service – this should be done well in advance so they can also go through the lessons of this unit for optimal understanding. If more than one class participates you will require a larger venue than your classroom, so consider other larger spaces (gym, library) and, schedule ahead of time so they are available.
2. You may wish to invite guests (parents/ other classes, administration) to attend. Ensure there is room/chairs for guests. Consider doing this early (about one week in advance) so you can give guests time to make arrangements to attend.
3. Organize students (including readers) into groups of 4 or 5 and assign them a station (If only one class is involved, some groups may need to prepare more than one station). Transitions will be smoother if readers do not participate in the tableaux they are responsible for reading – assign them as participants in another tableau.
4. The “All” sections at the beginning and end of each station are the verses of “O Sons and Daughters” (see resources) which can be sung (singing is almost always better). You may wish to substitute the whole song (divided up for each station) or the refrain of another familiar Easter hymn (some suggestions are listed in the resources). It's important to take some time to practice the singing to ensure students are comfortable and confident.
5. Give students a class period to prepare the tableaux.
6. Organize the space for the prayer service. Two options for presentation are:
  - Have students present at the front of the room, or on a stage
  - In a larger space, like the gym, organize each station around the perimeter and have the audience in the middle. In a larger space, you should seriously consider using microphones for the readers since student voices are rarely loud enough to be heard. If you choose to have the stations organized around the perimeter, consider using a spot

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

light as each group presents. An overhead projector, with a circle cut out of construction paper laid on the top works pretty well if an actual spotlight isn't available. With this option you will need to assign a student or teacher to run the spotlight.

- *\*If you're using a larger space it's probably a good idea to rehearse at least once in the space, so students are aware of how it will all work. Again, don't forget to book this ahead of time.*

### **CONSOLIDATION**

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

Celebrate the Stations of the Resurrection:

Afterwards, allow students a chance to share their reflections on the experience and their understanding of the Easter Season and to ask questions.

### **CONTINUED LEARNING OPPORTUNITIES**

Further extensions to this lesson might include:

- Reflection on the prayer service
- Opportunities to talk about connections with the Holy Spirit



*Working Together for Catholic Education*

# **THOUGH MANY, WE ARE ONE**

## **UNIT 6 CHRIST IS RISEN**

### **Lesson 18**

#### **Resurrection Jeopardy**

Unit 6 Lesson 18

<b>Christ Is Risen</b>	<b>Resurrection Jeopardy</b>
	<p><b>Lesson Overview</b> Students will participate in a Jeopardy competition to review all that they have learned about the Easter story.</p>

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS
<p><b>Religious Education:</b> <b>Grade 4:</b> <b>BL1:</b> Demonstrate an understanding of the Transmission of Divine Revelation in history (i.e. Sacred Scripture and Tradition) and why the Gospels hold a special place in the Church. [CCC nos. 74-141]</p> <p><b>Grade 5:</b> <b>BL1:</b> Demonstrate an understanding of the important role of the Church in handing on Divine Revelation. [CCC nos. 74-100; 748-780]</p> <p><b>Grade 6:</b> <b>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. [CCC nos. 50-73; 101-141; 422-682]</p>	<p><b>The Catholic Social Teachings evident in this lesson include:</b> Call to Family, Community, and Participation</p> <p><b>The Ontario Catholic School Graduate Expectations evident in this lesson include:</b></p> <p><b>CGE4f:</b> applies effective communication, decision-making, problem-solving, time and resource management skills</p> <p><b>CGE5a:</b> works effectively as an interdependent team member</p>

GUIDING QUESTIONS (coming out of the Big Idea)
<p><b>Big Idea:</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. [CCC nos. 512-513]</p> <ul style="list-style-type: none"> <li>• How well do I remember the Easter story?</li> <li>• Where do I fit in to God’s story?</li> </ul>

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

### LEARNING GOALS

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

- summarize the Easter story to the best of their knowledge
- recognize key places and people in relation to the Resurrection of Christ

**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:

#### Materials:

- Score sheet & Pen (for teacher)
- Computer and Smartboard or LCD projector

#### Resources:

- **Resurrection Jeopardy PowerPoint** (*see Appendix 1, as a separate attachment*)

### MINDS ON

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

Ask the students if they have any questions about the Easter story, or if they would like to clarify anything before beginning the game.

### ACTION

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

#### Resurrection Jeopardy:

Introduce the game to the students, and divide the class into 3 teams. Inform students of the following rules (rules may be adapted to best suit each class):

1. Only 1 student per team will be raising their hand to indicate that team would like to respond. This will make it easier for the teacher to indicate which team has raised their hand first. All students will be able to respond once chosen. If a team member knows the answer, they must inform the student designated to “buzz in”.
2. A team may not “buzz in” until the teacher finishes reading the question aloud.

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

3. If a team answers incorrectly, the point value of the question will be subtracted from their overall score. Teams can have negative scores. The remaining teams will be given an opportunity to steal, until a team has correctly answered or all 3 teams each have shared an answer.
4. The PowerPoint will not display which questions have already been answered, therefore it is suggested to play each category of the board in its entirety, from left to right.
5. The team with the highest score at the end of the game wins.

### CONSOLIDATION

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

- Tally the scores of each team. The team with the highest score wins.
- Prizes may be awarded (at the teacher's discretion).

### CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Invite the students to create their own Jeopardy game (or another popular game) based on their learnings. Consider sharing these games with other classes.
- Students may wish to research any questions regarding the Easter story that remain unanswered.

**THOUGH MANY, WE ARE ONE (EOCCC)**

**Unit 6, Lesson 18-APPENDIX 1**

**RESURRECTION**

**JEOPARDY!**

**EOCCC EDITION**



<b>Timing is Everything</b>	<b>CHURCH</b>	<b>JESUS DUNNIT</b>	<b>AT THE TOMB</b>	<b>THE BFF'S:</b> All about the disciples
<u><b>\$100</b></u>	<u><b>\$100</b></u>	<u><b>\$100</b></u>	<u><b>\$100</b></u>	<u><b>\$100</b></u>
<u><b>\$200</b></u>	<u><b>\$200</b></u>	<u><b>\$200</b></u>	<u><b>\$200</b></u>	<u><b>\$200</b></u>
<u><b>\$300</b></u>	<u><b>\$300</b></u>	<u><b>\$300</b></u>	<u><b>\$300</b></u>	<u><b>\$300</b></u>
<u><b>\$400</b></u>	<u><b>\$400</b></u>	<u><b>\$400</b></u>	<u><b>\$400</b></u>	<u><b>\$400</b></u>
<u><b>\$500</b></u>	<u><b>\$500</b></u>	<u><b>\$500</b></u>	<u><b>\$500</b></u>	<u><b>\$500</b></u>

**FOR \$100**

**The resurrected Jesus was first  
seen on this day of the week.**

# What is Sunday?



**FOR \$200**

**Easter is celebrated for  
this many days.**

**What is  
50 days?**



**FOR \$300**

**Jesus appeared to his disciples after the resurrection for this amount of time:**

- a. Three days**
- b. Forty days**
- c. Three years**
- d. Fifty days**

**What is  
40 days?**



**FOR \$400**

**A special blessing that  
takes place near the  
beginning of Mass during  
the Easter season.**

**What is  
The Sprinkling rite/blessing  
with Holy Water?**



**FOR \$500**

**The date of Easter  
Sunday is determined  
in this way.**

**What is  
the first Sunday after  
(never on) the first full  
moon occurring after  
the first day of spring?**



**FOR \$100**

**The colour that the priest  
wears during the Easter  
season.**

**What is  
white?**



**FOR \$200**

**A Catholic Church is  
decorated in this way  
during the Easter  
season**

**What is  
the colour white & flowers  
(lilies & hydrangeas)?**



**FOR \$300**

**The largest candle in the church, which is lit during the Easter season and is often displayed near the altar (and usually next to the baptismal font)**

# What is the Paschal/Easter Candle?



**FOR \$400**

**The name of the feast day  
that celebrates Jesus rising to  
heaven.**

# What is The Ascension?

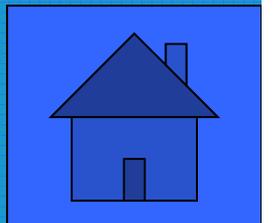


**FOR \$500**

**The name of the feast day  
that is celebrated  
immediately following the  
Easter season.**

***Hint: Think Holy Spirit***

# What is Pentecost?



**FOR \$100**

**Jesus first appeared to this individual after his resurrection:**

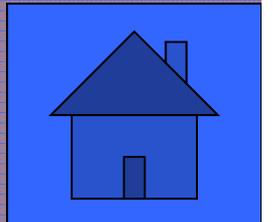
**Simon Peter**

**Mary (his mother)**

**Judas Iscariot**

**Mary Magdalene**

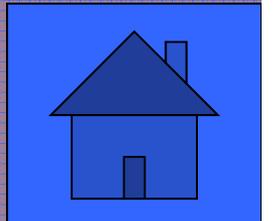
# Who is Mary Magdalene?



**FOR \$200**

**The women met this individual  
as they went to tell the disciples  
that Jesus had risen.**

# Who is Jesus?



**FOR \$300**

**Jesus said this to his disciples  
as he greeted them  
(after the resurrection).**

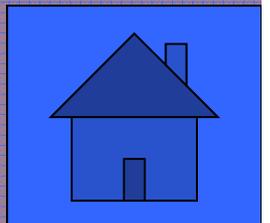
**What is  
“peace be with you”?**



**FOR \$400**

**This happened to Jesus  
after he stopped  
appearing to his disciples.**

**What is  
he ascended into heaven?**



**FOR \$500**

**When Jesus ascends into  
heaven, he promises to  
send this to his disciples.**

***Hint: think Trinity***

# Who is the Holy Spirit?



**FOR \$100**

**This individual rolled away  
the stone at Jesus' tomb.**

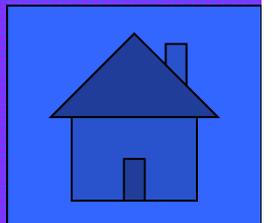
**Who is  
the angel?**



**FOR \$200**

**When Mary Magdalene first  
saw Jesus after his  
resurrection, she mistakes him  
for this person.**

**Who is  
the gardener?**



**FOR \$300**

**This individual told Mary  
that Jesus was not in the  
tomb, but that He had risen.**

**Who is  
the angel?**



**FOR \$400**

**The first thing that Jesus says  
to Mary:**

- a) Do not hold on to me**
- b) Woman, Why are you weeping?**
- c) Go tell the disciples**
- d) Mary!**

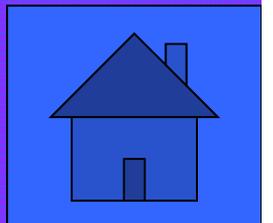
**What is**  
**b) Woman, why are you**  
**weeping?**



**FOR \$500**

**In John's Gospel, when Mary Magdalene recognizes the risen Jesus, she calls him Rabbouni. This is the Hebrew word for:**

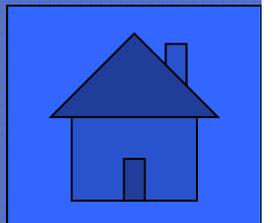
**What is  
teacher?**



**FOR \$100**

**This disciple wanted to see  
the imprint of the nails  
before he would believe.**

# Who is Thomas?



**FOR \$200**

**According to the Gospels,  
this is how the disciples knew  
that something had happened  
at Jesus' tomb.**

**What is  
the stone that was rolled  
away from the tomb?**



**FOR \$300**

**The disciples' response when they were told that Jesus had risen.**

**What is  
disbelief?**

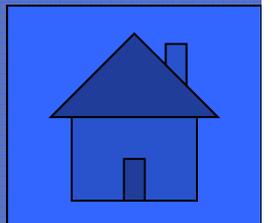


# FOR \$400

The New Testament story in which two disciples were walking down a road and did not recognize Jesus. They discussed their sadness of his death with him. They persuaded him to come and eat with them, and when he broke the bread, they finally recognized him:

- a) The Road to Emmaus
- b) The Road to Cavalry
- c) Palm Sunday
- d) The Last Supper

**What is**  
**a) The Road to Emmaus?**



**FOR \$500**

**After the resurrection, Jesus appeared  
to his disciples beside this sea:**

- a) The Red Sea**
- b) The Sea of Joppa**
- c) The Sea of Tiberias**
- d) The Dead Sea**

# What is c) The Sea of Tiberias?

