

Fifth Grade: Lesson One

Called to be Fishers of Men

Lesson Objective: Students will be able to define the term “vocation” through reading the call of the first disciples.

Lesson Assessment: Students will identify that the first disciples were called by Jesus to be “fishers of men,” and that we are all called by God for a particular reason or mission.

Lesson Materials:

- Students’ religion notebooks
- Copies of Mark 1: 16-20 and Luke 5:1-11 activity pages for each student
- Pencils
- Markers
- Overhead projector (optional)
- Venn Diagram transparency (optional)

Lesson Outline:

Opening Prayer (1 min)

Say: *Heavenly Father, You made each and every one of us to be unique and to carry out a unique mission in this world. Help us learn more today about how You call us to follow Your Son Jesus as we learn about how He called His first disciples to follow Him. We hope to do Your will in each and every moment of our lives, as we pray together: Our Father who art in heaven Amen.*

Assessing Prior Knowledge (3 min)

Determine what your students know about the apostles.

Say: *Today we are going to talk about Jesus’ apostles. We know that Jesus had 12 apostles, but how many of them can we name?*

Have a student volunteer write the names of 12 apostles on the board as the other students answer: Simon Peter, Andrew, James, John, Philip, Bartholomew, Thomas, Matthew, James, Judas/Thaddaeus, Simon the Zealot, Judas Iscariot.

Ask the students to say something they know about the apostle who they name. Potential answers include:

- Matthew and John wrote Gospels.
- John was the only one at the foot of Jesus’ Cross.
- Matthew was a tax collector.

(Continued ...)

Lesson Outline, Continued:

Assessing Prior Knowledge Continued

- Peter was given the keys to the kingdom.
- Peter denied Jesus three times.
- Judas Iscariot betrayed Jesus.
- Thomas doubted.
- Andrew was Peter's brother and the first to follow Jesus.

Say: *What do all the apostles have in common?*

Guide them to identify that despite many differences in their backgrounds and their gifts, they were all followers of Jesus.

Say: *Who else are followers of Jesus?*

They might mention individuals such as the saints or faith role models in their own lives, but guide them to answer that we are all followers of Jesus.

Gospel Connection & Guided Discussion (8-10 min)

Say: *Today we are going to look at how the apostles, and other disciples began to follow Jesus.*

Make the connection that before the disciples followed Jesus, Jesus called them. It was because Jesus called them that they followed Him.

Distribute the activity pages of the call of the first disciples from Mark 1: 16-20 and Luke 5:1-11. Before reading them, explain that the two gospel stories have some similarities and differences. Instruct the students to listen attentively for similarities and differences. Select student volunteers to read them, paragraph by paragraph, with the rest of the class following along.

In identifying similarities and differences, start with the differences but do not spend an extended amount of time on them. The focus should be on the similarities.

Say: *What are some things about these two stories that are different?*

(Continued ...)

Lesson Outline, Continued:

Gospel Connection & Guided Discussion Continued

Use the overhead projector and Venn Diagram transparency to record student responses. (This could also be done on the chalkboard or whiteboard.) Simply list 2-3. Differences will include but are not limited to:

- Sea of Galilee in Mark – vs – Lake of Gennesaret in Luke
- no miraculous catch of fish in Mark – vs – a miraculous catch of fish in Luke

Say: *What are some things about these two stories that are similar?*

Use the Venn Diagram to record student responses. Simply list 1-2. Similarities will include but are not limited to:

- *Simon, James, and John are fishermen.*
- *They meet Jesus near a body of water.*

Paired Work (5 min)

Have the students re-read the story in pairs and ask them to underline things that are similar about the two stories.

When students have completed their work, have pairs share what they highlighted with the rest of the class. Compile their responses using the Venn Diagram.

Be sure to record that, in both stories, the disciples were called to be “fishers of men.”

Discussion (5 min)

Make the connection that just as Jesus called the disciples to follow Him and to be “fishers of men,” He calls us for a particular reason or mission as well.

Say: *Did Simon Peter, Andrew, James, and John always know that they were supposed to be fishers of men? How did they figure it out?*

Guide them to identify that they listened to Jesus.

(Continued ...)

Our vocations are the unique mission God has for us – a mission that no one else in this world can fulfill but us. We are to become the saints we were made to be. For more on the meaning of vocation, see “A Vision of Vocation” included in the curriculum.

Lesson Outline, Continued:

Discussion Continued

Say: We also need to listen to the way Jesus is calling us to follow Him. This calling by God is called a vocation. The word “vocation” comes from the Latin word “vocare,” which means “to call.” Our vocations, just like the vocations of Peter, Andrew, James, and John, are a call from God to follow Jesus in a particular way.

Write the following definition of vocation on chart paper and display it in the classroom. Have the students record the definition in their notebook, journal, binder, or folder:

A vocation is the particular way God calls someone to know, love, and serve Him and make Him known, loved, and served by others.

Say: What are some examples of things that God calls us to do to know, love, and serve Him, and to make Him known, loved, and served.

If students are slow to respond, you might want to prompt them with a few examples. Feel free to add other examples, but be sure to follow the same format of using the word “called.” Include these examples on the chart.

- Apostles are called to be “fishers of men.”
- Teachers are called to educate.
- Doctors and nurses are called to care for the sick.
- Parents are called to love each other and their children.

Conclude by emphasizing that everyone has a vocation. Even as students, they are called to study and work hard to reach their full potential.

Closing Prayer

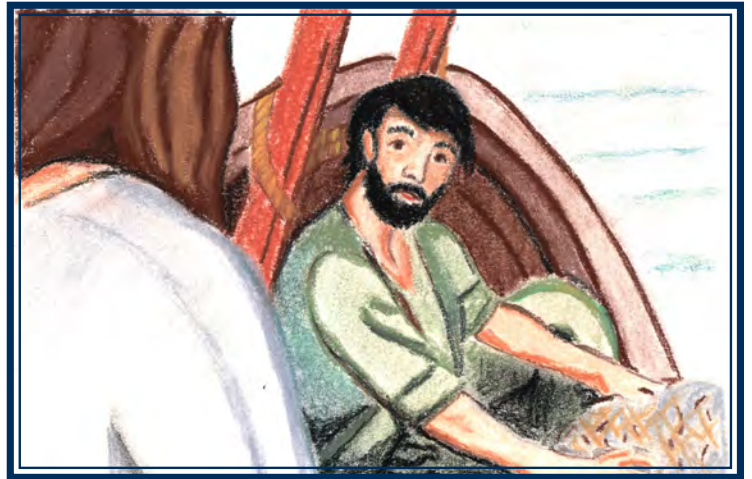
Say: God, we thank You for helping us learn more today about the call of the first apostles and disciples. Help us, like them, to hear Your call in our lives so we can follow our vocations and come to know, love, and serve You, as well as make You known, loved, and served by others. We ask this through Christ our Lord. Amen.

The Call of the First Disciples

Luke 5:1-11

While the crowd was pressing in on Jesus and listening to the word of God, he was standing by the Lake of Gennesaret. He saw two boats there alongside the lake; the fishermen had disembarked and were washing their nets. Getting into one of the boats, the one belonging to Simon, he asked him to put out a short distance from the shore. Then he sat down and taught the crowds from the boat.

After he had finished speaking, he said to Simon, “Put out into deep water and lower your nets for a catch.” Simon said in reply, “Master, we have worked hard all night and have caught nothing, but at your command I will lower the nets.”



When they had done this, they caught a great number of fish and their nets were tearing. They signaled to their partners in the other boat to come to help them. They came and filled both boats so that they were in danger of sinking. When Simon Peter saw this, he fell at the knees of Jesus and said, “Depart from me, Lord, for I am a sinful man.” For astonishment at the catch of fish they had made seized him and all those with him, and likewise James and John, the sons of Zebedee, who were partners of Simon. Jesus said to Simon, “Do not be afraid; from now on you will be catching men.” When they brought their boats to the shore, they left everything and followed him.

The Call of the First Disciples

Mark 1:16-20

As he passed by the Sea of Galilee, he saw Simon and his brother Andrew casting their nets into the sea; they were fishermen.

Jesus said to them, “Come after me, and I will make you fishers of men.” Then they abandoned their nets and followed him.

He walked along a little farther and saw James, the son of Zebedee, and his brother John. They too were in a boat mending their nets. Then he called them. So they left their father Zebedee in the boat along with the hired men and followed him.



Fifth Grade: Lesson Two

Responding to God's Call

Lesson Objective: Students will be able to identify that in addition to a vocation being a call from God, it involves a response from us.

Lesson Assessment: Students will identify through the story of Mary's Annunciation that God's call requires a response.

Lesson Materials:

- Three copies of the Story of the Annunciation activity page
- Chart paper from Lesson 1
- Students religion notebooks
- Pencils

Lesson Outline:

Opening Prayer (1 min)

Say: Good and gracious God, today we continue exploring our vocations by looking at Your call to Mary. We ask Mary to help us learn more about how your call works in our lives, as we pray together: Hail Mary, full of grace Amen.

Review of Previous Lessons & Introduction (3 min)

Say: Can anyone remind me what the definition of a vocation is? We talked about it yesterday?

A vocation is the particular way God calls someone to know, love, and serve Him and make Him known, loved, and served by others.

Say: And we said yesterday that the apostles were called to be "fishers of men" and that we all have a vocation too.

Say: Today, we are going to learn more about listening to God's call and how to answer God when He is calling us. Yesterday, we read about when Jesus called the apostles, and they followed him. Now, we are going to read a story about Mary and how God called her.

Story & Discussion (10 min)

Instruct the students that as class, they will be reading the story of Mary's Annunciation (Luke 1:26-38) in a play/dialogue format. Ask for 3 student volunteers to read the parts: narrator (boy or girl), Angel Gabriel (boy), and Mary (girl).

(Continued ...)

Lesson Outline, Continued:

Story & Discussion Continued

Say: There are two characters in this story, Angel Gabriel and Mary. Who did the most talking? Angel Gabriel

Say: So if the Angel Gabriel did most of the talking who did most of the listening? Mary

Say: This works the same way when we are praying to God. We need to make sure that we let God do most of the talking, so that we can listen to Him. It is difficult to listen and talk at the same time. So, the first step in thinking about, or discerning, our vocation is to listen to God so we can hear His call.

Say: Now let's talk more about the story. The Angel Gabriel is God's messenger, so what is God calling Mary to do in this story? Or a better way to ask this question is: What is Mary's vocation?

Guide the students to answer that Mary's vocation is to be the Mother of God. "Behold, you will conceive in your womb and bear a son, and you shall name him Jesus."

Say: And how did Mary respond?

Guide students to answer that Mary responded "yes." "Behold, I am the handmaid of the Lord. May it be done to me according to your word."

Say: So Mary took the first step when she listened to the message from God. Then, she took the second step when she responded to God's call.

Discussion (7-10 min)

Say: Now I want you to think about why God picked Mary to be the Mother of Jesus. You are not going to find the answer in the story we heard. What gifts, talents, blessings, and qualities did Mary have that could have been reasons why God chose her?

Have the students discuss their thoughts with their partner or someone sitting next to them. After having given them a few minutes to discuss, ask for volunteers to share their thoughts on why God chose Mary.

(Continued ...)

Lesson Outline, Continued:

Discussion Continued

Answers could include that Mary had faith and trust in God, that she had committed her life to God, and that she had a gentle spirit.

Say: *You all gave great answers. Everything being said points to the idea that Mary had the gifts, talents, blessings, and qualities to make her the best Mother of Jesus. Now, who gave Mary these gifts?*

Guide students to recognize that God gave her those gifts.

Say: *In the same way, God gives each of us special talents, gifts, blessings, and qualities in order to be the best person for our vocations.*

On the chart paper displayed with the definition of vocation, write Mary's vocation as another example. "Mary was called to be the Mother of God." Have the students record this in their notebooks, journals, binders, or folders as well.

Then add to the chart paper, or on a new piece, the following definition of discernment as well as the following quote. Also have the students add it to their notebook, journal, binder, or folder:

Discerning means thinking and praying about what our vocation is.

Step 1: Listen to God's call.

Step 2: Respond to God's call.

"Who we are is God's gift to us; who we become is our gift to God."

Say: *We are going to reflect on this quote as a way to think and pray about our own vocations. We discussed that Mary was loving, kind, holy, gentle, etc., and these were all gifts from God.*

Say: *Then, Mary said "yes" and became the Mother of Jesus. That was Mary's gift to God. What gifts has God given to you? What is God calling you to become in order to give God a gift in return?*



Lesson Outline, Continued:

**Closing Prayer
(2-4 min)**

Invite the students to reflect upon the above quote in silent prayer in order to listen to God. Consider concluding the time of silent prayer by asking the students to pray together, the Glory Be.

The Annunciation Play

Text: Luke 1:26-38

Cast of Characters: Narrator, The Arcangel Gabriel, The Blessed Virgin Mary

Narrator: *In the sixth month, the angel Gabriel was sent from God to a town of Galilee called Nazareth, to a virgin betrothed to a man named Joseph, of the house of David, and the virgin's name was Mary. And coming to her, he said,*

Gabriel: *"Hail, favored one! The Lord is with you."*

Narrator: *But she was greatly troubled at what was said and pondered what sort of greeting this might be. Then the angel said to her,*

Gabriel: *"Do not be afraid, Mary, for you have found favor with God. Behold, you will conceive in your womb and bear a son, and you shall name him Jesus. He will be great and will be called Son of the Most High, and the Lord God will give him the throne of David his father, and he will rule over the house of Jacob forever, and of his kingdom there will be no end."*

Narrator: *But Mary said to the angel,*

Mary: *"How can this be, since I have no relations with a man?"*

Narrator: *And the angel said to her in reply,*

Gabriel: *"The holy Spirit will come upon you, and the power of the Most High will overshadow you. Therefore the child to be born will be called holy, the Son of God. And behold, Elizabeth, your relative, has also conceived a son in her old age, and this is the sixth month for her who was called barren; for nothing will be impossible for God."*

Narrator: *Mary said,*

Mary: *"Behold, I am the handmaid of the Lord. May it be done to me according to your word."*

Narrator: *Then the angel departed from her.*

Fifth Grade: Lesson Three

Called to be Holy and Follow Jesus

Lesson Objective: Students will be able to identify that everyone has a vocation through the Universal Call to Holiness.

Lesson Assessment: Students will write personal vocation prayers that recognize their call to be holy and follow Christ.

Lesson Materials:

- Prayer written on chart paper or board
- Construction paper
- Coloring supplies
- Posters from Lessons 1 & 2

Lesson Outline:

Opening Prayer (1 min)

Say: *Dear God, most [all?] of us have been baptized in the name of the Father, and of the Son, and of the Holy Spirit as Jesus commanded us. Help us, today, to learn more about the great meaning and gift of our Baptism. We ask this through Christ our Lord. Amen.*

Review of Previous Lessons (3 min)

Recount the objectives learned in the previous two lessons. The posters created from the previous two lessons should be readily available.

Say: *We have been learning that God calls each of us to follow Him in a particular and special way. Can someone remind me what the apostles were called to be? Fishers of men. What about Mary? Mother of God/Jesus*

Say: *And we also talked about discerning, or thinking and praying about, our vocations. What is the first step in discerning your vocation? Listen to God's call. What is the second step? Respond to God's call.*

Say: *And can anyone remember the quote we wrote that spoke of how our vocations involve both a call from a God and a response from us?*

Guide the students to say these or similar words: Who we are is God's gift to us; who we become is our gift to God.

Lesson Outline, Continued:

Introduction (7-10 min)

Say: *If you have been baptized, please raise your hand.*

Use the raising of hands to illustrate that we all share in a common Baptism.

Say: *When someone is baptized, there are some pretty amazing things that happen. Can anyone help me name some of those things?*

Praise students for their contributions and guide them to the answers listed below. Depending on when they cover sacraments in the religion curriculum, they may need more assistance. In the end have at least the following things written on the board:

1. Takes away Original Sin.
2. Adopts us as God's sons and daughters.
3. Makes us members of the Church.
4. Gives us the Holy Spirit and the life of Jesus.
5. Calls us by name to follow Jesus and to be holy.

The following question may cause some laughter. If so, that is ok, as the point is to expand their idea of what it means to be holy.

Say: *Holy means that all day long we need our hands folded, kneeling, and praying, right? ... No! Of course, we should say our prayers everyday, but being holy means doing our best to follow Jesus and use the gifts God has given us to serve others. If we do this, then we will become the people God wants us to be.*

The following might work as a dialogue with your students.

Say: *Now, I wrote on the board, "God calls us by name." Does God know our names? Does God know everything about us, and everything we do? Did God know us when we were babies? Did God know us before we were born? The answer to all of these questions is: "Yes!"*

Say: *God has a unique and special dream for each and every one of you. This dream began before you were even born, as God already knew you, loved you, and had a special plan for you.*

(Continued ...)

Lesson Outline, Continued:

Introduction Continued

Say: *God's dream for us is our vocation. We have been talking about discerning our vocation and listening carefully to God's call in our lives. This is so important so that we can find out the dream God has for each and every one of us.*

Individual Work (15 min)

Say: *Today we are each going to write our own prayers asking God to help us follow Him, be holy, and discern our vocations. But before you write your own prayer, I want to share an example of such a prayer with you.*

Feel free to use the following example or to substitute a prayer that you composed yourself. Have the prayer written on a piece of chart paper so the students can make reference to it as they write their own prayers.

Lord Jesus,
Thank You for blessing me with so many good things.
Help me to listen and know clearly the vocation You
are calling me to in my life.

Please grant me every grace I need to answer Your
call.

I want to be holy and follow You by loving others.
Amen.

Explain that this prayer contains 3 key elements that should be included in their prayers as well. Consider writing this list on the board as a guide to them.

1. Thank and praise God.
2. Ask for help to follow Jesus and discern vocation.
3. Mention love and holiness.

Explain that their prayers might be similar but will not look exactly like the example. They may write longer prayers or shorter prayers. They may use different words, or talk to God with similar words.

Have students write a final copy of their prayer on construction paper and decorate it. These prayers can be displayed on a bulletin board.



Lesson Outline, Continued:

Closing Prayer

Invite one student volunteer to pray his or prayer with the rest of the class. Be sure to invite the other students to join him or her in the prayer. This can be done by saying a big “amen” together at the end of each prayer.

Consider asking the other students to save their prayers, and then close each school day for the coming weeks with one of the students praying his or her prayer for the class.

Fifth Grade: Lesson Four

Know, Love, and Serve God

Lesson Objective: Students will be able to identify the four primary vocations in the Church: married life, committed single life, religious life, and priesthood.

Lesson Assessment: Students will name the four primary vocations in the Church: married life, committed single life, religious life, and priesthood.

Lesson Materials:

- KWL charts for the four vocations for each student
- Pencils
- Posters from Lessons 1, 2 & 3

Lesson Outline:

Opening Prayer (3-5 min)

Say: God, as we begin our lesson today, we want to thank You for people who have inspired us with the witness of their faith and their love. As we say their names, we thank You for them, and ask You to bless them in their lives.

Invite the students to say out loud the names of people who have inspired them.

Say: God, we pray that we may live our lives with a similar faith and love so that we can inspire others. Help us to find our vocations and answer Your call. We ask this through Christ our Lord. Amen.

Review of Previous Lessons & Introduction (3 min)

Recount the objectives learned in the previous three lessons. The posters created from the previous three lessons could be great aids.

Say: We have been learning all about vocations. Can someone remind us again what a vocation is?

A vocation is the particular way God calls someone to know, love, and serve Him and make Him known, loved, and served by others.

Say: So far we have talked more broadly or in general about following God, but today we are going to talk about some of the “particular ways” that God calls us to follow Him.

(Continued ...)

Religious life is part of the wider category of consecrated life, and priesthood is part of the wider category of Holy Orders. This curriculum focuses, however, on religious life and priesthood within those wider categories. See the “A Vision of Vocation” included in the curriculum for more information.

As a reference, refer to the Vocations Grid included in the curriculum

Lesson Outline, Continued:

Review of Previous Lessons & Introduction Continued

Say: *There are four primary vocations in the Church: married life, committed single life, religious life, and priesthood. We are going to talk about each one of these vocations, but first I want us to remember the story we read about the Angel Gabriel calling Mary to be the Mother of God. We discussed that God chose Mary to do this because she was blessed with special talents and gifts. When God calls each one of us to our vocations, it will be because we have been blessed with special talents and gifts for that vocation.*

KWL Charts (20 min)

Distribute and introduce the four KWL charts for the four vocations, one at a time, with the following instructions. Give the students at least 5 minutes on each chart.

Each student will complete a chart for each of the vocations. These charts then will be saved by the students to be completed in future lessons.

Under **K** list the things students already **know** about the particular vocation. Be sure to remind your students and list that each vocation includes the call to follow Jesus and to be holy. Also, direct students to name qualities, talents, and gifts people with that particular vocation possess in addition to things that people with the vocation do.

Under **W** list the things students **want** to learn about each vocation.

The **L** column will be left empty today and completed with what the students have **learned** at the conclusion of the upcoming lessons on each vocation.

Consider doing the first chart together as a class, especially if the students are not familiar with KWL charts. The students might need help in particular jogging their memories on the vocations of religious life and committed single life.

(Continued ...)

Lesson Outline, Continued:

KWL Charts Continued

Re-assure the students that this exercise is not a test or an examination. It simply helps them prepare to learn from the upcoming lessons and also to see at the end all that they have learned.

Remind the students again to save these KWL charts for future lessons.

Closing Prayer

***Say:** Lord, we still have much to learn about the particular vocations to married life, religious life, committed single life, and priesthood. We ask you to open our hearts and minds to continue learning in the coming weeks so we might be better able to listen to Your voice in the future and hear how You are calling us. Amen.*

PRIESTHOOD

K:

What do I know about the priesthood?

W:

What questions do I have about the priesthood?

L:

What have I learned about the priesthood?

RELIGIOUS LIFE

K:

What do I know about religious life?

W:

What questions do I have about religious life?

L:

What have I learned about religious life?

COMMITTED SINGLE LIFE

K: *What do I know about the committed single life?*

W: *What questions do I have about the committed single life?*

L: *What have I learned about the committed single life?*

MARRIED LIFE

K:

What do I know about married life?

W:

What questions do I have about married life?

L:

What have I learned about married life?

Fifth Grade: Lesson Five

Vocation of Priesthood

Lesson Objective: Students will be able to explain how someone called to the vocation of priesthood knows, loves, serves God and makes God known through the story of Fr. Patrick Peyton, C.S.C.

Lesson Assessment: Students will be able to list specific ways that Fr. Patrick Peyton, C.S.C., made God known, loved, and served through his priesthood.

Lesson Materials:

- Copies of the biography of Fr. Patrick Peyton, C.S.C., for each student
- Students' KWL chart on priesthood from Lesson 4
- Pencils
- Highlighters
- Index cards
- Rosaries

Fr. Patrick Peyton as an ordained priest had received the Sacrament of Holy Orders. Holy Orders is the sacrament that deacons, priests, and bishops receive that consecrates them for their ministry. They are ordained to serve the People of God through administering the sacraments, preaching the word, and shepherding the Church. For more on this vocation see the Vocations Grid included in the curriculum.

Lesson Outline:

Opening Prayer (2-3 min)

A decade of the rosary or an Our Father, Hail Mary, and Glory Be.

Assessing Prior Knowledge (5 min)

Instruct students to bring out their KWL chart on priesthood from Lesson 4 so they can have it as a reference throughout the lesson.

Assess what students remember about Fr. Patrick Peyton, C.S.C., from studying his life in previous years.

Say: *Who has heard of Fr. Patrick Peyton before? What do we know about him?*

Record the students' responses on the chart paper. If the students do not remember much about Fr. Peyton, then prompt them to respond with what they know about priests in general.

Say: *Why are we studying Fr. Patrick Peyton right now? What vocation does he exemplify? What do we want to know about Fr. Peyton?*

Prompt students to connect Fr. Peyton with the vocation of priesthood. Record what students want to learn about him on the chart paper as well. Prompt students to want to know about how Fr. Peyton made God known, loved and served through his priesthood.

(Continued ...)

Lesson Outline, Continued:

Assessing Prior Knowledge Continued

Thank students for their responses. Save the chart with their responses as they will be revisited later in the lesson and could be helpful in the following lesson when the priest visits.

Discussion (5 min)

Say: *Today we will be discussing the vocation to the priesthood. It is also called the vocation to Holy Orders as Holy Orders is the sacrament through which a man is ordained a priest to serve the Church.*

Say: *We will be studying the story of Fr. Peyton. As we will do with other holy people, we will be examining his biography to discover ways that Fr. Peyton made God known, loved and served and came to know, love and serve God by living out his vocation to the priesthood. How do people who are called to priesthood know, love, and serve God and make God known, loved, and served by others?*

Discuss with students how people they know who are called to the vocation of priesthood make God known, loved, and served through their lives. Let the students know that their KWL chart from Lesson 4 could be helpful as a reference now.

The responses to this should “prime the pump” for the in depth consideration of how Fr. Peyton exemplified this in living out his vocation.

Saintly Model Connection & Group Work (10 min)

Distribute copies of the biography of Fr. Peyton and invite students to read it, either in pairs or in groups. Ask them to highlight on the handout itself or write on a separate sheet of paper specific ways that Fr. Peyton has either shown that he knew, loved, and served God or made God known, loved, and served by others. Also invite the students to highlight some of the joys and challenges that Fr. Peyton experienced because of his vocation to the priesthood.

See the vocations grid in the curriculum for in depth responses to this question.

Lesson Outline, Continued:

Discussion (10 min)

Invite students to share examples of what they have learned about Fr. Peyton and how he lived the vocation to priesthood.

Say: *How did he make God known, loved, and served? What were some of the joys and challenges that he experienced?*

Invite the students to record specific examples in the Learned column of the KWL chart from Lesson 4.

Be attentive that the students realize that while the primary role of priests in the Church is sacramental ministry, their ministries are varied and far-reaching.

For additional information on Fr. Peyton, see the supplemental materials on the saintly models included in the curriculum.

Preparation for Lesson 6 (7-8 min)

See what remaining questions the students may have about Fr. Peyton, including reviewing the things they listed on the board and anything in the “Want to Know” column on their KWL chart. Try to answer their questions as best as possible.

Invite students to think about the joys and challenges that come with living out the vocation to the priesthood.

Say: *What particular joys and challenges might priests face in living out this vocation today?*

There is no need to record the students’ responses, but be sure they name both joys and challenges.

Explain to students that tomorrow (or the next lesson) a priest will be coming to class to share his witness to the priestly vocation.

Pass out index cards to each student.

Say: *On the index cards you have just received, write one or two questions you would like to ask our guest. Questions may be general or personal, but should be appropriate and respectful.*

Collect index cards and review the students’ questions for appropriateness so the students will be prepared to ask questions of the priest.



Lesson Outline, Continued:

Closing Prayer

Say: Heavenly Father, we thank You for calling Fr. Patrick Peyton to the priesthood. We thank You for his yes to You. We thank You for all the ways that Fr. Peyton made you known, loved, and served through his vocation. As we continue to learn more about all the vocations in the Church, we ask You to open our hearts to say yes to whatever You ask of us. Amen.



PRIESTHOOD

FATHER PATRICK PEYTON, C.S.C.

Fr. Patrick Peyton, C.S.C., was born January 9, 1909, in Ireland. He answered God's call to the priesthood and served as a Holy Cross priest for 51 years. He was known as the "Rosary Priest" because he encouraged people to pray the Rosary.

He held Rosary Rallies across the globe and at the time of his death Fr. Peyton had preached to more people – an estimated 28 million – than any other Catholic. He was known for his famous phrases: "The family that prays together stays together" and "A world at prayer is a world at peace."

Fr. Peyton's family first nourished his faith. His parents were deeply religious. Fr. Peyton was one of nine children. At the age of 19, in 1928, he and his brother, left Ireland to come to America. Fr. Peyton settled in Pennsylvania, where he worked as a janitor at the Cathedral. It was at the Cathedral in the spring of 1929 that he first met priests of the Congregation of Holy Cross. Immediately, he felt called to join the congregation and be a missionary. That fall, on August 20, he and his brother, Tom, entered the seminary at the University of Notre Dame.

During his final year in the seminary, Fr. Peyton was diagnosed with tuberculosis. At this time there was no cure for the disease, but Fr. Peyton had great hope and prayed to the Blessed Virgin Mary that he would get better. His prayers were answered, and he began improving, amazing his doctors. He was ordained on June 15, 1941, along with his brother. He credited his healing to the intercession of Mary.

To show thanks for his healing, Fr. Peyton spent his life teaching families to pray the Rosary. Peyton began the Family Rosary Crusade, getting volunteers to help him write letters to bishops asking for their help. Radio broadcasts of the Rosary followed.

Fr. Peyton had long dreamed of being a missionary, of going to foreign lands to help others come to know, love, and serve Jesus through his preaching and witness. In 1948, his dream came true! He began his work in Canada and then Ireland. Eventually, he traveled around the world hosting Rosary Rallies. His mission was to encourage family prayer and a deeper devotion to Mary.

Peyton used the media to spread his message and make God and Mary more known. His Rosary Rallies were broadcasted around the world on radio. He even convinced celebrities to lend their fame to the promotion of the Rosary through radio, television, and film. By the time of his death he had helped produce over 600 television and radio shows. He had also overseen the production of three feature-length films on the life of Christ.

Fr. Peyton understood naturally what it means to be a man with hope to bring. He labored with the rich and the poor, the famous and the ignored, to promote prayer in our world. Many people came to know, love, and serve God more through him and his work. Fr. Peyton died on June 3, 1992, in Los Angeles, California.

In June of 2001 the formal Cause of Canonization was introduced at the Vatican. Fr. Peyton's example reminds us of the power of prayer, particularly through Mary's intercession.

**"The family
that prays
together stays
together."**

**-Fr. Patrick
Peyton, C.S.C.**



Fifth Grade: Lesson Six

Living the Vocation of Priesthood

Lesson Objective: Students will be able to explain how a vocation to the priesthood provides opportunities to know, love, and serve God, and make God known, loved, and served.

Lesson Assessment: Students will complete one of the assessments on the assessment attachment in relation to the vocation to the priesthood.

Lesson Materials:

- Guest priest
- Index cards from the previous lesson
- Students' KWL chart on priesthood from Lesson 4
- Pencils

Have copies of the Assessment Attachment for each student. Consider having copies of the vocations grid and the biography of Fr. Patrick Peyton, C.S.C. to share with the guest priest.

Lesson Outline:

Opening Prayer

Say: Lord, we thank You for the gift of the priesthood. Thank You for all the men who have answered this call, especially (insert the name of the visiting priest and other important priests the students are familiar with, such as the pastor). Please continue to bless them and to call young men to this holy vocation. Amen.

Introduction of Visiting Priest (3-5 min)

Introduce the visiting priest to the class, and introduce the class to the priest. Explain to the priest the context of his presence in the class. This is more for the benefit of the students so that they realize everyone is on the same page.

Say: We have asked you to speak to our class today because you are living out the vocation to the priesthood. We are studying how each of the particular vocations allows people to know, love, and serve God and also make God known, loved, and served.

Student Sharing (3-5 min)

Say: Class, let's share a little bit with our guest what we have been learning. Who can share a way that Fr. Patrick Peyton, C.S.C., knew, loved, and served God or made God known, loved, and served by living out his vocation to the priesthood?

Call on students to share what they know about Fr. Peyton, and how a vocation to the priesthood can make God known, loved, and served.

(Continued ...)

Lesson Outline, Continued:

Student Sharing Continued

It is important to focus on Fr. Peyton's life and ministry at this time, steering away from asking direct questions of the priest. He will share his story before students ask him questions.

Ten to fifteen minutes is listed. If you can afford more class time, however, it might be worth devoting more time to this lesson.

Priest Witness (10-15 min)

The visiting priest will now share his "vocation story."

Instruct the students they can have their KWL charts from Lesson 4 out to record things they learn during his presentation.

Here are some questions the priest can speak to:

- When did you realize that God was calling you to the priesthood?
- Did you ever wonder whether you were being called to another vocation?
- How did God make this calling clear to you?
- Were there any role models or saints that you looked to as you discerned your vocation?
- What is the process to become a priest?
- What is the best part about being a priest?
- What joys do you experience because you are living out the vocation to the priesthood?
- What is the hardest part about being a priest?
- How do you find strength to live out your vocation?
- What can you do as a priest that you couldn't do if you lived out another vocation?
- How has your vocation helped you to grow closer to God?
- How does being a priest help you know, love, and serve God?

(Continued ...)

Lesson Outline, Continued:

Priest Witness Continued

- How as a priest do you make God known, loved, and served by others?
 - What advice would you give to young men who are considering the priesthood?
-

Student Questions/ Discussion (10-15 min)

Thank the priest for sharing his story.

At this time, invite the students to ask questions of the priest. If you feel comfortable with the class's abilities, open the floor to questions. Otherwise, use the index cards the students filled out in the previous lesson. Call on individual students to ask the question from their particular card, pass all the cards out to the students and let volunteers ask questions, or read selected questions yourself.

If students do not have any questions, ask questions about things that the priest may not have covered.

Closing Prayer

Invite the visiting priest to lead the closing prayer or say the following:

Say: *Lord, thank You for this opportunity to learn more about the priesthood. We thank You again for the willingness of (insert name of the priest) to come and share with us today. We ask Your continued blessing upon him in his vocation. Continue to guide our Church leaders and to bless our Church with faithful, holy priests. Amen.*

Assessment (15 min)

After saying goodbye to the visiting priest, explain to the students that the priest was the first of several guests who will be coming to the classroom to speak about their vocations. After each visit, they will have three options of activities they can do in response to the visit. Using the Assessment Attachment included in the curriculum, go through those options with the students, underlining that they only need to choose one. If necessary, write the three options on the board. Collect their work at the end of the time period. Consider sending the thank you letters or prayers to the presenter.

Fifth Grade: Lesson Six, Eight, Eleven & Thirteen

Guest Vocation Speakers

One of the major components of the fifth grade lessons is to bring in guest presenters who will model in person for the students the four particular vocations to priesthood (Lesson 6), married life (Lesson 8), religious life (Lesson 11), and committed single life (Lesson 13).

The presenters should be selected on both their faithful living of their particular vocation and their ability to tell the “story” of their vocation. They must be able to articulate how through their vocation they come to know, love, and serve God, as well as make God known, loved, and served by others.

Collaborate with the school’s administration and the parish staff, especially the principal and pastor, in the selection of the presenters.

To assist them in preparing for their visit to the classroom, especially the language the students have been learning, send the presenters in advance copies of:

- The biography of the saintly model in the curriculum who exemplifies their particular vocation
- The curriculum’s Vision of Vocation statement
- The curriculum’s Vocations Grid

The following is a sample letter that could be sent to the presenters along with the preceding materials:

[Date]

[Name]

[Street Address]

[City, State ZIP CODE]

Dear [Name],

Thank you so much for agreeing to come in and speak to my fifth grade students about your vocation to [vocation].

As I mentioned earlier in our conversations, the class has been looking closely at the lives of holy men and women as we study the various vocations. The one that corresponds with [vocation] in our curriculum is [saintly model’s name]. With this letter, I’ve included [his/her/their] biography that we have been using in class. I am also sending other materials that will give you a better idea of the lens and language that we have been using to explore the various vocations in the Church. Our definition of “vocation” is “a particular call particular way God calls someone to come to know, love, and serve Him and make Him known, loved, and served.”

Do not feel obligated to include this material in your witness to the class. I simply want to make sure you had a clear idea of what we are working toward in terms of the students' knowledge and understanding.

As another aid to your preparations, here are some questions to think about:

[Insert questions from the lesson plan that you find of greatest interest to your class]

In regards to your visit, let me share with you some practical information. [Pertinent information on parking, checking in at front desk, location of classroom, etc.] As we discussed, you will be presenting at [time] on [day, date]. The students are very excited about your visit.

Please plan to speak for about [10-15?] minutes. Then, if you are willing, be ready to answer questions for another [5-10?] minutes.

If you have any questions, please feel free to call me [phone number] or email me [email address]. Thank you again, in advance, for sharing your story with all of us. We look forward to seeing you on [date].

Blessings,

[Your name]

Fifth Grade: Lesson Six, Eight, Eleven & Thirteen

Assessments Attachment

The following assessments are for Lessons 6, 8, 11 and 13 in the fifth grade. Allow students to choose one of the following assessments for each lesson. Consider sending the students' projects to the presenter(s) as expressions of gratitude.

1. Thank You Note

Students will write a "thank you note" to the guest for taking the time to come and share his or her vocation story with the class. The following is a framework that they can follow in writing the note:

January 1, 2013

Dear _____,

- Thank you for...
- We have been learning about vocations. You taught us that...
- It is clear that you have helped others to know, love, and serve God by ...
- You have inspired me to do ... in my own life, so that I can know, loved, and serve God better.
- Thank you again for....

Sincerely,
Student's name

2. Development and Explanation of a Symbol for a Particular Vocation

Using their creativity, students will come up with an image to symbolize this particular vocation. They will construct the symbol and then write a paragraph explaining how it represents the particular vocation. The image can be something very concrete, like a picture of a priest ministering to the sick or saying Mass, or something more abstract, like a picture of a knot to represent the bond of marriage.

3. Write a prayer for the presenter

The students will write a prayer for the presenter. The students will ask God to bless the person, to strengthen his or her vocation, and to inspire others through him or her to make God known, loved, and served in their own vocations. In the prayer, the students should seek the intercession of the holy example from the curriculum who shares the presenter's vocation.

Fifth Grade: Lesson Seven

Vocation of Marriage

Lesson Objective: Students will be able to explain how someone called to the vocation of marriage knows, loves, and serves God, and makes God known, loved, and served through the story of Saints Louis and Zélie Martin.

Lesson Assessment: Students will be able to list specific ways that Saints Louis and Zélie Martin made God known, loved, and served through their married life.

Lesson Materials:

- Copies of the biography of Saints Louis and Zélie Martin
- Large chart paper
- Students' KWL chart on married life from Lesson 4
- Pens/pencils
- Highlighters
- Index cards

A man and a woman enter this vocation through the sacrament of Matrimony, in which they promise to each other and to God to be true to each other “in good times and in bad, in sickness and in health. I will love you and honor you all the days of my life.” Their shared love becomes a living witness of the faithful, fruitful, and free love of God for us. For more on this vocation, see the Vocations Grid included in the curriculum.

Lesson Outline:

Opening Prayer

Say: Lord, today we pray for all those that are married, especially for the married couples we know personally. Pour out Your grace and blessings on them so that their love for one another will be strengthened and draw them closer in love to You. We also ask Your blessings on all couples who are currently preparing for marriage. Help them deepen their love for each other in their love for You. Amen.

Assessing Prior Knowledge (5 min)

Instruct students to bring out their KWL chart on married life from Lesson 4 so they can have it as a reference throughout the lesson.

Assess what students remember about Saints Louis and Zélie Martin from studying their lives in previous years.

Say: Who has heard about 'šŸ°- Louis and Zélie Martin before? What do we know about them?

Record the students' responses on the chart paper. If the students do not remember much about Saints Louis and Zélie, then prompt them to respond with what they know out about marriage in general.

Say: Why are we studying 'šŸ°- Louis and Zélie right now? What vocation do they exemplify? What do we want to know about Saints Louis and Zélie?

(Continued ...)

Lesson Outline, Continued:

Assessing Prior Knowledge Continued

Prompt students to connect Saints Louis and Zélie with the vocation of married life. Record what students want to learn on the chart paper. Prompt students to want to know about how the Martins have made God known, loved, and served through the witness of their married life.

Thank students for their responses. Save the chart with their responses as they will be revisited later in the lesson and could be helpful in the following lesson when the married couple visits.

See the vocations grid in the curriculum for in depth responses to this question.

Discussion (5 min)

Say: *God invites men and women to join together in marriage, which in the Church is celebrated through the Sacrament of Matrimony. Couples called to the vocation of marriage make God known, loved, and served in a particular way. How do people who are called to married life know, love, and serve God and make God known, loved, and served by others?*

Discuss with students how people they know who are called to the vocation of marriage make God known, loved, and served through their lives together. Let the students know that their KWL chart from Lesson 4 could be helpful as a reference now.

The responses to this should “prime the pump” for the in-depth consideration of how Saints Louis and Zélie exemplified this in living out their vocation.

Saintly Models Connection & Group Work (10 min)

Distribute copies of the biography of Saints Louis and Zélie and invite students to read it, either in pairs or in groups. Ask them to highlight on the biography itself or write on a separate sheet of paper specific ways that the Martins have either shown that they knew, loved, and served God or made God known, loved, and served by others. Also invite the students to highlight some of the joys and challenges that the Martins experienced because of his vocation to the married life.

Lesson Outline, Continued:

Discussion (10 min)

Invite students to share examples of what they have learned about Saints Louis and Zélie and how they lived their vocation to married life.

Say: *How did they make God known, loved, and served? What were some of the joys and challenges that they experienced?*

Invite the students to record specific examples in the Learned column of the KWL chart from Lesson 4.

For additional information on Saints Louis and Zélie Martin, see the supplemental materials on the saintly models included in the curriculum.

Preparation for Lesson 8 (7-8 min)

See what remaining questions the students may have about Saints Louis and Zélie, including reviewing the things they listed on the board and anything in the “Want to Know” column on their KWL chart. Try to answer their questions as best as you can.

Invite students to think about the joys and challenges that come with living out the vocation to married life.

Say: *What particular joys and challenges might married couples face in living out their vocation today?*

There is no need to record the students’ responses, but be sure they name both joys and challenges.

Explain to students that tomorrow (or the next lesson) a married couple will be coming to class to share their witness to marriage.

Pass out index cards to each student.

Say: *On the index cards you have just received, write one or two questions you would like to ask our guests, just as we did when the priest came to visit. Questions may be general or personal, but should be appropriate and respectful.*

Collect index cards and review the students’ questions for appropriateness so the students will be prepared to ask questions of the married couple.



Lesson Outline, Continued:

Closing Prayer

Say: Lord, thank You for the example of married love in 'ŠŸ°- Louis and Zélie Martin. Through their intercession may all marriages be blessed with Your grace to seek Your will in all things and so become sacraments of Your faithful and fruitful love in our world. Amen.



MARRIED LIFE

SAINTS LOUIS & ZÉLIE MARTIN

“Raise your eyes to your Holy Homeland, and on thrones of honor you will see a beloved Father ... a dear Mother ... to whom you owe your immense happiness !”

-St. Thérèse of Lisieux

Saint Thérèse of Lisieux is one of the most popular saints in the Catholic Church. She is often called the “Little Flower” because she taught about the beauty and importance of doing little things with great love for God. On the other hand, few people know Saint Louis and Saint Zélie Martin, yet without them, Saint Thérèse would not have become such a saint. Louis and Zélie Martin were Saint Thérèse’s father and mother. They were the ones who first taught Saint Thérèse of God’s love and how she could love God in her life.

Both Louis and Zélie had a deep love for God and wanted to serve Him with their lives. As a young man, Louis thought about being a priest, and Zélie dreamed of being a religious sister. Yet those were not the dreams that God had for their lives. Louis went on to become a master watchmaker, and Zélie became an expert lacemaker. They were both very good at their work.

Louis’ mother met Zélie at a lacemaking class, and she introduced her to her son. Very soon after meeting each other, they were married on July 13, 1858. Although they loved each other, this was not the only reason they got married. They got married because they also loved God. They realized that God wanted them to know, love, and serve Him in marriage. That was their vocation or their calling.

Soon Louis and Zélie had children of their own. They eventually had nine children total, although four of their children died when they were still young. With so many children and so much work, Louis and Zélie were very busy, but they tried hard not to let the things of this world distract them from God. They kept God and faith at the center of their marriage and their family. They prayed together as a family and even went to Mass during the week.

Louis and Zélie cared so much for their children. They wanted their children to know how much they loved them, but even more importantly they wanted them to know how much God loved them. At home, they taught their children about God and prayed with them. It was like their home became a little church. In fact, it was from her parents that Saint Thérèse learned about the “little way,” how to try “to please Jesus” in all things, even when things are tough.

Louis and Zélie’s love as parents and the way they faithfully lived out their vocation of marriage inspired their children to give their lives to God as well. Five of their daughters, including Thérèse, went on to become religious sisters.

Zélie died of cancer on August 28, 1877. Her death was hard for Louis, who was left to care for the children who were still at home. Yet, he trusted in the support and prayers of his wife. He lived almost 17 more years, dying on July 29, 1894.

Pope Francis canonized Louis and Zélie on October 18, 2015, which means they are officially saints like their daughter Thérèse. The pope canonized them together, as a married couple, because it was in their marriage to each other that they grew closer to God and deeper in love. They did not become holy alone but together as husband and wife. As Saint Thérèse said about her parents, “God gave me a mother and father more worthy of heaven than of earth.”



Fifth Grade: Lesson Eight

Living the Vocation of Marriage

Lesson Objective: Students will be able to explain how a vocation to the married life provides opportunities to know, love, and serve God, and make God known, loved, and served.

Lesson Assessment: Students will complete one of the assessments on the assessment attachment in relation to the vocation of married life.

Lesson Materials:

- Guest married couple
- Index cards from previous lesson
- Students' KWL chart on married life from Lesson 4
- Pencils
- Copies of the Assessment Attachment for each student (optional)

Consider having copies of the vocations grid and the biography of Saint Louis and Zélie Martin to share with the guest couple.

Lesson Outline:

Opening Prayer

Say: Lord, You created the sacrament of Matrimony to be a reflection of Your love for the world. May all husbands and wives grow in love for one another and be filled with generous hearts that share this love with the world. We ask Your blessing today especially on the couple (insert their names) who has come to share with us about their vocation today. Inspire them to speak with the guidance of the Holy Spirit. Amen.

Introduction of Married Couple (3-5 min)

Introduce the visiting couple to the class, and introduce the class to the couple. Explain to the couple the context of their presence in the class. This is more for the benefit of the students so that they realize everyone is on the same page.

Say: We have asked you to speak to our class today because you are living out the vocation to married life. We have been studying how each of the particular vocations allows people to know, love, and serve God and also make God known, loved, and served.

Student Sharing (3-5 min)

Say: Class, let's share a little bit with our guests what we have been learning. Who can share a way that Saint Louis and Zélie Martin knew, loved, and served God or made God known, loved, and served by living out their vocation to married life?

(Continued ...)

Lesson Outline, Continued:

Student Sharing Continued

Call on students to share what they know about Saints Louis and Zélie and how a vocation to married life can make God known, loved, and served. It is important to focus on the lives of Saints Louis and Zélie, steering the students away from asking direct questions of the married couple. They will share their story before students ask them questions.

Ten to fifteen minutes is listed. If you can afford more class time, however, it might be worth devoting more time.

Married Couple Witness (10-15 min)

The married couple will now share their “vocation story.”

Instruct the students they can have their KWL charts from Lesson 4 out to record things they learn during his presentation.

Here are some questions the couple can speak to:

- Where and how did you meet?
 - How long have you been married?
 - When and how did you realize that God was calling you to marriage?
 - Did you ever consider any other vocations? If so, how did you know you were called to marriage?
 - How does being married help you know, love, and serve God the best you can?
 - How does being married help you make God known, loved, and served by others? Both in your family and beyond it?
 - What are the challenges to living out the vocation of married life?
 - What are some of the joys that come from being married?
 - What advice would you give to young men and women considering the married life?
-

Lesson Outline, Continued:

Student Questions/ Discussion (5-10 min)

Thank the married couple for sharing their story.

At this time, invite the students to ask questions of the married couple. If you feel comfortable with the class's abilities, open the floor to questions. Otherwise, use the index cards the students filled out in the previous lesson. Call on individual students to ask the question from their particular card, pass all the cards out to the students and let volunteers ask questions, or read selected questions yourself.

Closing Prayer

Invite the visiting married couple to lead the closing prayer or say the following:

Say: *Lord, thank You for (insert their names) and their example of married love. Bless them and all married couples. May their lives continue to be a witness to the world of Your loving care, faithful commitment, and enduring love for all people. Amen.*

Assessment (15 min)

After saying goodbye to the visiting couple, explain to the students again that they will have three options of activities they can do in response to the visit. Using the Assessment Attachment included in the curriculum, go through those options with the students, underlining that they only need to choose one. If necessary, write the three options on the board. Collect their work at the end of the time period. Consider sending the thank you letters or prayers to the presenters.

Fifth Grade: Lesson Six, Eight, Eleven & Thirteen

Guest Vocation Speakers

One of the major components of the fifth grade lessons is to bring in guest presenters who will model in person for the students the four particular vocations to priesthood (Lesson 6), married life (Lesson 8), religious life (Lesson 11), and committed single life (Lesson 13).

The presenters should be selected on both their faithful living of their particular vocation and their ability to tell the “story” of their vocation. They must be able to articulate how through their vocation they come to know, love, and serve God, as well as make God known, loved, and served by others.

Collaborate with the school’s administration and the parish staff, especially the principal and pastor, in the selection of the presenters.

To assist them in preparing for their visit to the classroom, especially the language the students have been learning, send the presenters in advance copies of:

- The biography of the saintly model in the curriculum who exemplifies their particular vocation
- The curriculum’s Vision of Vocation statement
- The curriculum’s Vocations Grid

The following is a sample letter that could be sent to the presenters along with the preceding materials:

[Date]

[Name]

[Street Address]

[City, State ZIP CODE]

Dear [Name],

Thank you so much for agreeing to come in and speak to my fifth grade students about your vocation to [vocation].

As I mentioned earlier in our conversations, the class has been looking closely at the lives of holy men and women as we study the various vocations. The one that corresponds with [vocation] in our curriculum is [saintly model’s name]. With this letter, I’ve included [his/her/their] biography that we have been using in class. I am also sending other materials that will give you a better idea of the lens and language that we have been using to explore the various vocations in the Church. Our definition of “vocation” is “a particular call particular way God calls someone to come to know, love, and serve Him and make Him known, loved, and served.”

Do not feel obligated to include this material in your witness to the class. I simply want to make sure you had a clear idea of what we are working toward in terms of the students' knowledge and understanding.

As another aid to your preparations, here are some questions to think about:

[Insert questions from the lesson plan that you find of greatest interest to your class]

In regards to your visit, let me share with you some practical information. [Pertinent information on parking, checking in at front desk, location of classroom, etc.] As we discussed, you will be presenting at [time] on [day, date]. The students are very excited about your visit.

Please plan to speak for about [10-15?] minutes. Then, if you are willing, be ready to answer questions for another [5-10?] minutes.

If you have any questions, please feel free to call me [phone number] or email me [email address]. Thank you again, in advance, for sharing your story with all of us. We look forward to seeing you on [date].

Blessings,

[Your name]

Fifth Grade: Lesson Six, Eight, Eleven & Thirteen

Assessments Attachment

The following assessments are for Lessons 6, 8, 11 and 13 in the fifth grade. Allow students to choose one of the following assessments for each lesson. Consider sending the students' projects to the presenter(s) as expressions of gratitude.

1. Thank You Note

Students will write a "thank you note" to the guest for taking the time to come and share his or her vocation story with the class. The following is a framework that they can follow in writing the note:

January 1, 2013

Dear _____,

- Thank you for...
- We have been learning about vocations. You taught us that...
- It is clear that you have helped others to know, love, and serve God by ...
- You have inspired me to do ... in my own life, so that I can know, loved, and serve God better.
- Thank you again for....

Sincerely,
Student's name

2. Development and Explanation of a Symbol for a Particular Vocation

Using their creativity, students will come up with an image to symbolize this particular vocation. They will construct the symbol and then write a paragraph explaining how it represents the particular vocation. The image can be something very concrete, like a picture of a priest ministering to the sick or saying Mass, or something more abstract, like a picture of a knot to represent the bond of marriage.

3. Write a prayer for the presenter

The students will write a prayer for the presenter. The students will ask God to bless the person, to strengthen his or her vocation, and to inspire others through him or her to make God known, loved, and served in their own vocations. In the prayer, the students should seek the intercession of the holy example from the curriculum who shares the presenter's vocation.

Fifth Grade: Lesson Nine & Ten

Vocation to Religious Life

Lesson Objective: Students will be able to explain how the vocation to religious life knows, loves, and serves God, and makes God known, loved, and served through the stories of St. André Bessette and St. Teresa of Calcutta.

Lesson Assessment: Students will be able to list specific ways that St. André Bessette and St. Teresa of Calcutta made God known, loved, and served through their religious life. Students will then identify ways that they can know, love, and serve God.

Lesson Materials:

- Copies of the biographies of St. André Bessette and St. Teresa of Calcutta
- Large chart paper
- Students' KWL charts on religious life from Lesson 4
- Pencils
- Highlighters
- Props for skits

Lesson Outline: Day One of Two

Opening Prayer

Say: *Dear Jesus, help me to spread Your fragrance everywhere I go. Flood my soul with Your spirit and love. Possess my whole being so that all my life may only be a radiance of Yours. Shine through me and be so in me that every soul I come in contact with may feel Your presence. Let them look up and see no longer me but only Jesus. Stay with me and then I shall begin to shine as You shine, so to shine as a light to others. Amen.*

(Taken from Mother Teresa's daily prayer)

Assessing Prior Knowledge (10 min)

Instruct students to bring out their KWL chart on religious life from Lesson 4 so they can have it as a reference throughout the lesson.

Assess what students remember about St. André Bessette and St. Teresa of Calcutta from studying their stories in prior years. Depending on preference, these could be done one after the other or at the same time.

Say: *Who has heard about St. André Bessette or St. Teresa of Calcutta before? What do we know about them?*

Record the students' responses on the chart paper. If the students do not remember much about St. André or St. Teresa, then prompt them to respond with what they know about religious sisters and religious brothers in general.

(Continued ...)

All women and men in religious life, like St. André Bessette and St. Teresa of Calcutta, live lives that are defined by the vows of Poverty, Chastity, and Obedience. These vows are known as the “Evangelical Counsels” because they are the way of life that Jesus lived in the Gospels. Jesus was poor; he did not marry and chastely or faithfully lived that commitment; and he always obeyed his Father’s will. For more on this vocation, which is an example of consecrated life, see the Vocations Grid included in the curriculum.

See the vocations grid in the curriculum for in-depth responses to this question.

Lesson Outline, Continued:

Assessing Prior Knowledge Continued

Say: *Why are we studying St. André and St. Teresa – or Mother Teresa as many of us know her – right now? What vocation do they exemplify? What do we want to know about St. André or St. Teresa?*

Prompt students to connect St. André and St. Teresa with the vocation to religious life. Record what students want to learn about them on the chart paper as well. Prompt students to want to know about how St. André and St. Teresa have made God known, loved, and served through the witness of their religious life.

Thank students for their responses. Save the chart with their responses as they will be revisited later in the lesson and could be helpful in the following lesson when the religious sister or religious brother visits.

Discussion (5 min)

Say: *God invites men and women to religious life. People called to this vocation make God known, loved, and served in a particular way. How do people who are called to the religious life know, love, and serve God and make God known, loved, and served?*

Discuss with students how people they know who are called to the vocation of religious life make God known, loved, and served through their lives. Let the students know that their KWL chart from Lesson 4 could be helpful as a reference now.

The responses to this should “prime the pump” for the in-depth consideration of how St. André Bessette and St. Teresa of Calcutta exemplified this in living out their vocations.

Saintly Model Connection & Group Work (20 min)

Students will examine biographies of either St. André or St. Teresa and prepare short skits (3-4 minutes) demonstrating two or three ways that St. André or St. Teresa either made God known, loved, and served or came to know, love, or serve God by living out their vocations to religious life.

(Continued ...)

Lesson Outline, Continued:

Saintly Model Connection & Group Work Continued

The teacher should assign either St. André or St. Teresa to each group and distribute copies of the respective biography to that group. Once students receive their biography, they should read, discuss, and highlight ways that the person came to know, love, and serve God or made God known, loved, and served by living out their vocation to religious life. This is exactly the same as prior lessons.

Each group will then take this information and prepare short skits demonstrating what they have learned to the rest of the class. Have the groups demonstrate how their saintly model knew, loved, or served God, and how he or she made God known, loved, and served. Consider assigning different roles to members of the group, such as scribe, narrator, director, actors, etc., depending on how large the groups are.

Once students have finished preparing the skits, allow them to rehearse. Remind students that these will be acted out in front of the class during the next lesson. All they are doing today is preparing and rehearsing their skits.

If skits are not appropriate for this class, consider some other creative group (or individual) presentation. One possibility would be having the students present an acrostic poem of “Know,” “Love,” or “Serve” with each letter starting a sentence describing a way that St. André Bessette or St. Teresa of Calcutta knew, loved, or served God.

Individual Work (5 min)

Have each student individually write down how the saintly model that their group has been assigned came to know, love, and serve God or make God known, loved, and served by living out their vocation to the religious life. If students have been engaged with their group, this should be a simple exercise. Collect these for use at the end of tomorrow’s lesson.

Closing Prayer

Say: *St. Teresa of Calcutta and St. André Bessette, you both prayed and worked daily to make Jesus known, loved, and served in the world. Pray for us now that we may do the same and, like you, achieve holiness as we strive to follow Jesus. Amen.*

Lesson Materials:

- Copies of the biographies of Saint André Bessette and St. Teresa of Calcutta
- Large chart paper
- Students' KWL charts on religious life from Lesson 4
- Pencils
- Students' work from Lesson 10
- Index cards
- Props for skits

Lesson Outline: Day Two of Two

Opening Prayer

Say: Saint Joseph, Guardian of the Holy Family, be with us today. Pray for us. May your prayers give us the strength to flee from sinful situations and temptations so that we may grow in holiness and rejoice one day with you and all the saints in heaven. Amen.

Skit Preparation (5 min)

Allow students time to refresh their minds and finish preparing their skits.

Skit Presentation (25 min)

Students will present their skits to the class.

Remind students to be respectful not only of the other students who are presenting, but also of the saintly model whose stories they are telling. In addition, tell students to be on the lookout for specific ways in which Saint André Bessette and St. Teresa of Calcutta have made God known, loved, and served and how they knew, loved, and served God in their lives. They will need to be able to give examples after the skits have all been presented.

Skit Wrap Up (5 min)

After all of the skits have been presented, pass out the paper from the previous lesson on which students wrote down how their saintly model made God known, loved, or served or came to know, love, or serve God by living out their vocation to religious life.

Have students add to the paper by writing how the other saintly model came to know, love, or serve God or made God known, loved, or served by living out his or her vocation to the religious life.

In addition, have students write two or three things that they can do individually in their lives right now to know, love, or serve God, or make God known, loved, and served by others.

Discussion (5-7 min)

Invite students to share with the wider class examples of what they have learned about Saint André and Saint Teresa and how they lived the vocation to the religious life.

(Continued ...)

Lesson Outline, Continued:

Discussion Continued

Say: *How did they make God known, loved and served? What were some of the joys and challenges that they experienced in their vocations as religious?*

Invite the students to record specific examples in the Learned column of the KWL chart from Lesson 4.

For additional information on Saint André and Saint Teresa, see the supplemental materials on the saintly models included in the curriculum.

If you are able to find both a religious brother and sister, they could both come the same day, or they could come two separate days. The ideal would be to have one of each.

Preparation for Lesson 11 (5-7 min)

See what remaining questions the students may have about Saint André and Saint Teresa, including anything they listed in the Want to Know column on their KWL chart. Try to answer their questions as best as you can.

When their questions have been answered, explain to students that tomorrow (or the next lesson) a religious brother or religious sister will be coming to class to share his/her witness to the vocation of religious life.

Pass out index cards to each student.

Say: *On the index cards you have just received, write one or two questions you would like to ask our guest. Questions may be general or personal, but should be appropriate and respectful.*

Collect the index cards and review the students' questions for appropriateness so the students will be prepared to ask questions of the religious brother or religious sister.

Closing Prayer

Say: *Heavenly Father, we have explored more today how Saint André Bessette and Saint Teresa of Calcutta became holy through their vocations. Inspire us by their examples so even now in our daily lives we may begin to do more to know, love, and serve You, as well as to make You known, loved, and served. Amen.*



RELIGIOUS LIFE

SAINT TERESA OF CALCUTTA

St. Teresa of Calcutta, or Mother Teresa as she is still known by many, was born Agnes Gonxha Bojaxhiu on August 26, 1910, in Skopje, Macedonia. Her father was a well-respected businessman, and her mother was a very religious woman. As a child Agnes spent most of her free time involved in her parish. She loved the Church and felt God calling her to a special life within the Church. When Agnes was 18 years old, she left her home and moved to Ireland to join the Order of the Sisters of Our Lady of Loreto. On October 12, 1928, she entered the community, becoming what is called a “postulant.”

In 1929, after spending a year in Ireland and learning English, the Loreto Order sent Agnes to India. Upon her arrival, she entered the Novitiate in Darjeeling, at the base of the Himalayan Mountains. This is a special year of training or formation that all men and women who enter religious life go through before professing religious vows. Religious vows are like marriage vows in that they are promises people make to God to be true to their vocations.

Agnes professed first vows at the end of her Novitiate on May 24, 1931. At that time, Agnes chose the new name Teresa, after Saint Thérèse of Lisieux. Religious sisters and brothers often choose new names as they enter religious life. These new names are a sign of their new way of life. This is why everyone knew Agnes as Mother Teresa.

On September 10, 1946, on a train journey from Calcutta to Darjeeling, St. Teresa received what she termed the “call within a call.” She felt God calling her to do more to help the poor around her. This calling eventually led her to create a new Order, the Missionaries of Charity, which is a congregation of religious sisters committed to serving the poor. On October 7, 1950, the new congregation was officially created in the Archdiocese of Calcutta.

St. Teresa’s goal was “to quench the infinite thirst of Jesus on the cross for love and souls” by “laboring at the salvation and sanctification of the poorest of the poor.” The work that St. Teresa and her sisters did was work that many others did not want to do, including comforting the dying, caring for the sick, and feeding the homeless. They lived and worked in the poorest parts of the city. They truly cared for the people who were forgotten by the world but not forgotten by God, and their service was a sign of God’s love for those people.

Throughout the following decades the Missionaries of Charity grew. The growth began in India, and then spread throughout the world – Europe, Africa, Australia, the Middle East, and North America. By 1997, the Sisters numbered nearly 4,000 members. They had 600 foundations in 123 countries around the world.

Despite increasing health problems and getting older, St. Teresa continued to travel and minister to the poor and needy. St. Teresa died on September 5, 1997, at the Missionaries of Charity’s Motherhouse in Calcutta, India. Hundreds of thousands of people from all classes and all religions, from India and around the world, came to pay their respects.

St. Teresa listened closely to God’s call, bravely answered it, and changed the world because of it. On October 19, 2003, Pope John Paul II beatified Mother Teresa, marking the first step in the journey towards sainthood. On September 5, 2016, Mother Teresa was canonized by Pope Francis.

“If you
can’t feed
a hundred
people, feed
just one.”

-Saint
Teresa of
Calcutta





RELIGIOUS LIFE

SAINT ANDRÉ BESSETTE

Saint André was born Alfred Bessette in 1845 in Quebec, Canada. Alfred was orphaned by the time he was 12 years old. He was passed from family member to family member to care for him. Alfred received very little formal education, but he had a lively faith and a deep devotion to Saint Joseph.

Alfred felt God calling him to the religious life. His local pastor supported Alfred in his desire to enter religious life. The priest sent Alfred to a nearby community of Holy Cross brothers with a letter telling the superior, “I am sending you a saint.”

Despite the letter from Alfred’s pastor, the Congregation of Holy Cross did not accept him at first because of his poor health. He had been baptized right after birth because his family had been afraid that he might not live more than a few days. He was sickly all his life. Alfred, however, was not discouraged, and with the assistance of the Archbishop of Montreal, he eventually received entrance into the Holy Cross Novitiate on December 27, 1870.

When Alfred entered the Novitiate he took the name André. Religious brothers and sisters often take a new name when they enter religious life as a sign they are leaving their former way of life behind to live in a new way.

Brother André professed his First Vows on August 22, 1872. They are called “first vows” because it is the first time he professed vows, and they were temporary. This is a time to see if religious life is a good fit for the person. Religious take vows to help them live in a new way, more like Jesus did, and serve those in need. Because religious brothers do not have their own families, they are free to make all people, especially those in need, their families! On February 2, 1874, Brother André professed those vows of poverty, chastity, and obedience forever.

In 1871, Brother André was assigned as the doorkeeper at Notre Dame College in Montreal, a post he held until 1909. He answered the door and did numerous other manual tasks in a spirit of humility, obedience, and love for others. Brother André often prayed with the poor and sick who he met at the door, usually instructing them to pray to Saint Joseph. Soon many miraculous healings were attributed to his prayers, and large crowds came to see him.

Brother André always had a strong devotion to Saint Joseph. He presented many sick visitors with medals of the saint and anointed them with oil that came from an oil lamp burning in the College’s chapel next to a Saint Joseph statue. In giving this oil to the sick, Brother André always insisted that the desired healing was the work of Saint Joseph and not himself. He promised to pray to God through Saint Joseph’s intercession. Brother André always insisted, “I am nothing ... only a tool in the hands of Providence, a lowly instrument at the service of Saint Joseph.”

Brother André died on January 6, 1937, at the age of 91. After his death an estimated one million people braved the bitter winter to pay their respects. On October 17, 2010, Saint André Bessette was canonized by Pope Benedict XVI and became first saint of the Congregation of Holy Cross. On this day, the Church recognized that God chose a very simple man for a remarkable life of making God known, loved, and served.

“It is with
the smallest
brushes
that the
artist paints
the best
paintings.”

-Saint André
Bessette



Fifth Grade: Lesson Eleven

Living the Vocation of Religious Life

Lesson Objective: Students will be able to explain how a vocation to religious life provides opportunities to know, love, and serve God, and make God known, loved, and served.

Lesson Assessment: Students will complete one of the assessments on the assessment attachment in relation to the vocation to religious life.

Lesson Materials:

- Guest religious brother or sister
- Index cards from the previous lesson
- Students' KWL charts on religious life from Lesson 4
- Pencils
- Copies of the Assessment Attachment for each student (optional)

Consider having copies of the vocations grid and the biographies of St. André Bessette and St. Teresa of Calcutta to share with the guest religious.

Lesson Outline:

Opening Prayer

Say: Heavenly Father, in Your wisdom You have called certain women and men to a life of poverty, chastity, and obedience so that they might be witnesses to the world of Your unending love. Give these men and women the grace of joy and perseverance in their holy vocation. We especially pray for (insert guest's name). We ask this through Christ, our Lord. Amen.

Introduction of the Visiting Religious (3-5 min)

Introduce the religious brother or religious sister to your class, and introduce your class to religious brother or sister. Explain to the person the context of his or her presence in your class. This is more for the benefit of the students so that they realize everyone is on the same page.

Say: We have asked you to speak to our class today because you are living out the vocation to the religious life. We have been studying how each of the particular vocations allows people to know, love, and serve God and also make God known, loved, and served.

Student Sharing (3-5 min)

Say: Class, let's share a little bit with our guest what we have been learning. Who can share a way that St. André Bessette and St. Teresa of Calcutta knew, loved, and served God or made God known, loved, and served by living out their vocation to religious life?

(Continued ...)

Lesson Outline, Continued:

Student Sharing Continued

Call on students to share what they know about St. André and St. Teresa and how a vocation to religious life can make God known, loved, and served. It is important to focus on St. André and St. Teresa, steering them away from asking direct questions of the religious brother or religious sister. He or she will share his or her story before students ask them questions.

Ten to fifteen minutes is listed. If you can afford more class time, however, it might be worth devoting more time to this lesson.

Visiting Religious Witness (10-15 min)

The religious brother or sister will now share his or her “vocation story.”

Instruct the students that they can have their KWL charts from Lesson 4 out to record things they learn during his or her presentation.

Here are some questions he/she can speak to:

- When did you first feel called to religious life?
- Did you ever wonder whether you were called to another vocation? If yes, how did you know you were called to religious life?
- What religious community do you belong to?
- Why were you drawn to this particular community?
- What type of service does your community do?
- How does being a religious help you know, love, and serve God?
- How does being a religious help you make God known, loved, and served?
- What have you gained by becoming a religious?
- What particular joys have you experienced?

(Continued ...)

Lesson Outline, Continued:

Visiting Religious Witness Continued

- Have you faced any challenges?
- What advice would you give to young men and women considering religious life?
- (For a religious brother:) How are you different from a priest?

Student Questions/ Discussion (5-10 min)

Thank the religious brother or sister for sharing his or her story.

At this time, invite the students to ask questions of the religious. If you feel comfortable with the class's abilities, open the floor to questions. Otherwise, use the index cards the students filled out in the previous lesson. Call on individual students to ask the question from their particular card, pass all the cards out the students and let volunteers ask questions, or read selected questions yourself.

Closing Prayer (2 min)

Invite the visiting religious brother or religious sister to lead the closing prayer or say the following:

Say: Lord, thank You for (insert guest's name) and his/her example of love and service through religious life. Bless him/her and all religious men and women. May they continue to know, love, and serve God in all they do, and may their witness inspire more young men and women to enter religious life. Amen.

Assessment (15 min)

After saying goodbye to the visiting religious brother or religious sister, explain to the students again that they will have three options of activities they can do in response to the visit. Using the Assessment Attachment included in the curriculum, go through those options with the students, underlining that they only need to choose one. If necessary, write the three options on the board. Collect their work at the end of the time period. Consider sending the thank you letters or prayers to the presenter.

Fifth Grade: Lesson Six, Eight, Eleven & Thirteen

Guest Vocation Speakers

One of the major components of the fifth grade lessons is to bring in guest presenters who will model in person for the students the four particular vocations to priesthood (Lesson 6), married life (Lesson 8), religious life (Lesson 11), and committed single life (Lesson 13).

The presenters should be selected on both their faithful living of their particular vocation and their ability to tell the “story” of their vocation. They must be able to articulate how through their vocation they come to know, love, and serve God, as well as make God known, loved, and served by others.

Collaborate with the school’s administration and the parish staff, especially the principal and pastor, in the selection of the presenters.

To assist them in preparing for their visit to the classroom, especially the language the students have been learning, send the presenters in advance copies of:

- The biography of the saintly model in the curriculum who exemplifies their particular vocation
- The curriculum’s Vision of Vocation statement
- The curriculum’s Vocations Grid

The following is a sample letter that could be sent to the presenters along with the preceding materials:

[Date]

[Name]

[Street Address]

[City, State ZIP CODE]

Dear [Name],

Thank you so much for agreeing to come in and speak to my fifth grade students about your vocation to [vocation].

As I mentioned earlier in our conversations, the class has been looking closely at the lives of holy men and women as we study the various vocations. The one that corresponds with [vocation] in our curriculum is [saintly model’s name]. With this letter, I’ve included [his/her/their] biography that we have been using in class. I am also sending other materials that will give you a better idea of the lens and language that we have been using to explore the various vocations in the Church. Our definition of “vocation” is “a particular call particular way God calls someone to come to know, love, and serve Him and make Him known, loved, and served.”

Do not feel obligated to include this material in your witness to the class. I simply want to make sure you had a clear idea of what we are working toward in terms of the students' knowledge and understanding.

As another aid to your preparations, here are some questions to think about:

[Insert questions from the lesson plan that you find of greatest interest to your class]

In regards to your visit, let me share with you some practical information. [Pertinent information on parking, checking in at front desk, location of classroom, etc.] As we discussed, you will be presenting at [time] on [day, date]. The students are very excited about your visit.

Please plan to speak for about [10-15?] minutes. Then, if you are willing, be ready to answer questions for another [5-10?] minutes.

If you have any questions, please feel free to call me [phone number] or email me [email address]. Thank you again, in advance, for sharing your story with all of us. We look forward to seeing you on [date].

Blessings,

[Your name]

Fifth Grade: Lesson Six, Eight, Eleven & Thirteen

Assessments Attachment

The following assessments are for Lessons 6, 8, 11 and 13 in the fifth grade. Allow students to choose one of the following assessments for each lesson. Consider sending the students' projects to the presenter(s) as expressions of gratitude.

1. Thank You Note

Students will write a "thank you note" to the guest for taking the time to come and share his or her vocation story with the class. The following is a framework that they can follow in writing the note:

January 1, 2013

Dear _____,

- Thank you for...
- We have been learning about vocations. You taught us that...
- It is clear that you have helped others to know, love, and serve God by ...
- You have inspired me to do ... in my own life, so that I can know, loved, and serve God better.
- Thank you again for....

Sincerely,
Student's name

2. Development and Explanation of a Symbol for a Particular Vocation

Using their creativity, students will come up with an image to symbolize this particular vocation. They will construct the symbol and then write a paragraph explaining how it represents the particular vocation. The image can be something very concrete, like a picture of a priest ministering to the sick or saying Mass, or something more abstract, like a picture of a knot to represent the bond of marriage.

3. Write a prayer for the presenter

The students will write a prayer for the presenter. The students will ask God to bless the person, to strengthen his or her vocation, and to inspire others through him or her to make God known, loved, and served in their own vocations. In the prayer, the students should seek the intercession of the holy example from the curriculum who shares the presenter's vocation.

Fifth Grade: Lesson Twelve

Vocation of the Committed Single Life

Lesson Objective: Students will be able to explain how someone called to the vocation of the committed single life knows, loves, and serves God, and makes God known, loved, and served through the story of Blessed Pier Giorgio Frassati.

Lesson Assessment: Students will be able to list specific ways that Blessed Pier Giorgio Frassati made God known, loved, and served by living out his vocation to the committed single life.

Lesson Materials:

- Copies of the biography of Blessed Pier Giorgio Frassati
- Large chart paper
- Students' KWL charts on committed single life from Lesson 4
- Pencils
- Highlighters
- Index cards

Committed single life is the vocation of those who consecrate or commit their lives to serving God and others as single people. They do not marry, get ordained, or enter religious life. They find other ways to use their gifts and talents in service of God and others as celibates. For more on this vocation, see the Vocations Grid included in the curriculum.

Lesson Outline:

Opening Prayer

Say: Heavenly Father, in Your wisdom You have called certain women and men to a committed single life. These men and women, not distracted by the cares and concerns of family life, serve You each day through their service to others. Grant them a loving community of friends and family that they may always be supported in their vocation. Amen.

Assessing Prior Knowledge (5 min)

Instruct students to bring out their KWL chart on committed single life from Lesson 4 so they can use it as a reference throughout the lesson.

Assess what students remember about Blessed Pier Giorgio Frassati from studying his life in previous years.

Say: Who has heard about Blessed Pier Giorgio Frassati before? What do we know about him?

Record the students' responses in the Know column. If the students do not remember much about Blessed Pier Giorgio, then prompt them to respond with what they know about committed single people in general. This likely will be the vocation or the model they remember the least, so they may need additional prompting.

Say: Why are we studying Blessed Pier Giorgio right now? What vocation does he exemplify? What do we want to know about Blessed Pier Giorgio?

(Continued ...)

Lesson Outline, Continued:

Assessing Prior Knowledge Continued

Prompt students to connect Blessed Pier Giorgio with the vocation to the committed single life. Record what students want to learn about him on the chart paper. Prompt students to want to know about how Blessed Pier Giorgio made God known, loved, and served through his life as a single person.

Thank students for their responses. Save the chart with their responses as they will be revisited later in the lesson and could be helpful in the following lesson when the committed single person visits.

Discussion (5 min)

***Say:** God invites some men and women to live a life of commitment to the single life, which is also known as the celibate life. They do not get married or join religious life or enter into Holy Orders. People called to this vocation make God known, loved, and served in a particular way. What are some ways that a single person might know, love, and serve God and make God known, loved, and served through his/her vocation to the committed single life?*

Discuss with students how people who are called to the committed single life make God known, loved, and served through their lives. Let the students know that their KWL chart from Lesson 4 could be helpful as a reference now.

The responses to this should “prime the pump” for the in-depth consideration of how Blessed Pier Giorgio exemplified this in living out his vocation.

Saintly Model Connection & Group Work: (10 min)

Distribute copies of the biography of Blessed Pier Giorgio and invite students to read it, either in pairs or in groups. Ask them to highlight on the handout itself or write on a separate sheet of paper specific ways that Blessed Pier Giorgio has either shown that he knew, loved, and served God or made God known, loved, and served by others.

Also invite the students to highlight some of the joys and challenges that he experienced because of his vocation to the committed single life.

See the vocations grid in the curriculum for in-depth responses to this question.

Lesson Outline, Continued:

Discussion (10 min)

Invite students to share examples of what they have learned about Blessed Pier Giorgio and how he lived his vocation as a committed single person

Say: *How did Blessed Pier Giorgio know, love and serve God and make God known, loved and served by living out his vocation as a single person?*

Invite the students to record specific examples in the Learned column of the KWL chart from Lesson 4.

Preparation for Lesson 13 (8-10 min)

See what remaining questions the students may have about Blessed Pier Giorgio, including reviewing the things they listed on the board and anything in the “Want to Know” column on their KWL chart. Try to answer their questions as best as you can.

Invite students to think about the joys and challenges that come with living out the vocation to the committed single life.

Say: *What are some of the joys that would come from living a vocation as a single person? What are some of the challenges that Blessed Pier Giorgio faced?*

As the vocation to the committed single life might be the least understood by the students, to spur conversation it might be worth asking them if they know anyone in their lives who lives a committed single life. Be attentive not to include priests or religious sisters and religious bothers in the conversation. They are not single, even though they are not married to another person.

There is no need to record the students’ responses, but be sure they name both joys and challenges.

Explain to students that tomorrow (or the next lesson) a person living out the vocation to the committed single life will be coming to class to share his/her witness to this vocation.

Pass out index cards to each student.

(Continued ...)

For additional information on Blessed Pier Giorgio, see the supplemental materials on the saintly models included in the curriculum.

This section, as well as the following lesson, should be dropped if the school is unable to find a committed single person who can come and speak to his or her life as a vocation.

Lesson Outline, Continued:

Preparation for Lesson 13 Continued

Say: *On the index cards you have just received, write one or two questions you would like to ask our guest. As in the past, questions may be general or personal, but they should be appropriate and respectful.*

Collect the index cards and review the students' questions for appropriateness so the students will be prepared to ask questions of the committed single person that speaks to the class.

Closing Prayer

Say: *O merciful God, You protected Blessed Pier Giorgio Frassati from the evils of the world and kept him pure of heart and generous throughout his life. We pray that, if it is in Your will, he be glorified by the Church as a saint. Please show us Your will. We ask this through Jesus Christ, Our Lord, Amen.*

Adapted Prayer for the Canonization of Blessed Pier Giorgio



COMMITTED SINGLE LIFE

BLESSED PIERGIORGIO FRASSATI

Blessed Pier Giorgio Frassati was born on April 6, 1901 in Turin, Italy. He came from a prominent family, as his father, Alfredo, was the founder and owner of a famous newspaper. He was also an influential man in politics. His mother, Adelaide Ametis, was a painter.

Even as a young boy, Pier Giorgio became known among his peers for his faith and devotion. He joined various prayer groups. He deeply loved the Holy Eucharist and obtained permission to receive Communion daily (which was uncommon at that time). He also had a deep devotion to the Blessed Virgin Mary. At the age of 17, in 1918, Pier Giorgio joined the Saint Vincent de Paul Society, which works with the poor and the sick. He gave much of his free time to serving the needy, including caring for orphans, and helping the veterans returning from World War I.

Pier Giorgio's father was frugal and did not give him much spending money, but Pier Giorgio often gave the little he had to help the poor. At times, he even gave his bus fare to help someone in need, and he would have to run home to be on time for meals. Other times, he would return home without his sweater or his coat, having given it away to someone in need. He thought of others before he thought of himself. Pier Giorgio, however, did not only give what he had. He also gave of himself. Pier Giorgio often sacrificed vacations at the Frassati summer home in Pollone because, as he said, "If everybody leaves Turin, who will take care of the poor?"

Pier Giorgio loved art and music. He often went to the theater, to the opera, and to museums. Mountain climbing was one of his favorite sports. Trips to the mountains, which he organized, also served as opportunities to make God known, loved, and served among his friends. He never passed up the chance to lead his friends to Mass, to the reading of Scripture, and to pray the rosary. If they were going to spend time together hanging out, Pier Giorgio also believed they should spend time together coming to know, love, and serve God.

Pier Giorgio contracted poliomyelitis just before receiving his university degree. Doctors believed that he probably caught this disease from the sick for whom he cared. After six days of terrible suffering, he died on July 4, 1925, at the age of 24.

Even as Pier Giorgio was dying, his thoughts were for others who were poor and sick. The day before he died, he scribbled a message to a friend with a paralyzed hand, asking him to take the medicine needed for injections to a poor sick man. It was clear that Pier Giorgio saw as his family the poor, the sick, and the suffering of Turin.

From Pier Giorgio's funeral, it was clear that those in need in Turin saw him as family, too. The streets of the city were lined with people; they were the poor and the needy who Pier Giorgio had served so unselfishly for seven years. Many of them were surprised to learn that the young man they knew so well was from the influential Frassati family.

On May 20, 1990, in Saint Peter's Square in Rome, Pope John Paul II beatified Pier Giorgio Frassati, calling him the "Man of the Eight Beatitudes."

"Jesus comes to me every morning in Holy Communion: I repay him in my very small way by visiting the poor."

-Blessed Pier Giorgio Frassati



Fifth Grade: Lesson Thirteen

Living the Committed Single Life

Lesson Objective: Students will be able to explain how a vocation to the committed single life provides opportunities to know, love, and serve God, and make God known, loved, and served.

Lesson Assessment: Students will complete one of the assessments on the assessment attachment in relation to the vocation to the committed single life.

Lesson Materials:

- Guest committed single person
- Index cards from previous lesson
- Students' KWL charts on committed single life from Lesson 4
- Pencils
- Copies of the Assessment Attachment for each student (optional)

Consider having copies of the vocations grid and the biography of Blessed Pier Giorgio to share with the guest.

Lesson Outline:

Opening Prayer

Say: O Father, You gave the young Blessed Pier Giorgio Frassati the joy of meeting Christ and of living his faith in the service of the poor and the sick. Through his intercession may we, too, walk the path of the beatitudes and follow the example of his generosity, spreading the spirit of the Gospel in society. We ask this through Christ our Lord. Amen.

From Cardinal Giovanni Saldarini, Archbishop of Turin

Introduction of Visiting Committed Single Person (3-5 min)

Introduce the guest to the class, and introduce the class to the committed single person. Explain to the guest the context of his or her presence in the class. This is more for the benefit of the students so that they realize everyone is on the same page.

Say: We have asked you to speak to our class today because you are living out your faith in Jesus as a committed single person. We have been studying how each of the particular vocations allows people to know, love, and serve God and also make God known, loved, and served.

Student Sharing (3-5 min)

Say: Class, let's share a little bit with our guest what we have been learning. Who can share a way that Blessed Pier Giorgio Frassati knew, loved, and served God or made God known, loved, and served by living out his vocation to the committed single life?

(Continued ...)

Lesson Outline, Continued:

Student Sharing Continued

Call on students to share what they know about Blessed Pier Giorgio, and how a vocation to the committed single life can make God known, loved, and served. It is important to focus on Blessed Pier Giorgio's life and ministry at this time, steering them away from asking direct questions of the committed single person. He or she will share his or her story before students ask questions.

Ten to fifteen minutes is listed. If you can afford more class time, however, it might be worth devoting more time to this lesson.

Committed Single Person Witness (10-15 min)

The committed single person will now share his or her "vocation story."

Instruct the students they can have their KWL charts from Lesson 4 out to record things they learn during the presentation.

Here are some questions he/she can speak to:

- When did you realize that God was calling you to the single or celibate life?
- Did you ever wonder whether you were being called to another vocation?
- How did God make this calling clear to you?
- Were there any role models or saints that you looked to as you discerned your vocation?
- How does being single helped you know, love, and serve God?
- What joys do you experience because you are living out the vocation to the single life?
- How do you find strength to live out your vocation?
- We often think so much about what people are giving up by committing themselves to the single life. What have you gained?
- Have there been any challenges for you?

(Continued ...)

Lesson Outline, Continued:

Committed Single Person Witness Continued

- How has your vocation helped you to grow closer to God?
- How have you been able to help make God known, loved, and served by others through your vocation?
- Why is it important that we talk about this vocation as the committed single life?
- What advice would you give to young men and women considering the committed single life?

Student Questions/ Discussion (5-10 min)

Thank the committed single person for sharing his or her story.

At this time, invite the students to ask questions of the guest. If you feel comfortable with the class's abilities, open the floor to questions. Otherwise, use the index cards the students filled out in the previous lesson. Call on individual students to ask the question from their particular card, pass all of the cards out to the students and let volunteers ask questions, or read selected questions yourself.

Closing Prayer

Invite the guest to lead the closing prayer or say the following:

Say: *Lord, thank You for (insert guest's names) and his/her example of love and service through the committed single life. Bless him/her and everyone God has called to this vocation. May they continue to know, love, and serve God in all they do, and inspire the rest of us. Amen.*

Assessment (15 min)

After saying goodbye to the committed single person, explain to the students again that they will have three options of activities they can do in response to the visit.

(Continued ...)

Lesson Outline, Continued:

**Assessment
Continued**

Using the Assessment Attachment included in the curriculum, go through those options with the students, underlining that they only need to choose one. If necessary, write the three options on the board. Collect their work at the end of the time period.

Consider sending the thank you letters or prayers to the presenter.

Fifth Grade: Lesson Six, Eight, Eleven & Thirteen

Guest Vocation Speakers

One of the major components of the fifth grade lessons is to bring in guest presenters who will model in person for the students the four particular vocations to priesthood (Lesson 6), married life (Lesson 8), religious life (Lesson 11), and committed single life (Lesson 13).

The presenters should be selected on both their faithful living of their particular vocation and their ability to tell the “story” of their vocation. They must be able to articulate how through their vocation they come to know, love, and serve God, as well as make God known, loved, and served by others.

Collaborate with the school’s administration and the parish staff, especially the principal and pastor, in the selection of the presenters.

To assist them in preparing for their visit to the classroom, especially the language the students have been learning, send the presenters in advance copies of:

- The biography of the saintly model in the curriculum who exemplifies their particular vocation
- The curriculum’s Vision of Vocation statement
- The curriculum’s Vocations Grid

The following is a sample letter that could be sent to the presenters along with the preceding materials:

[Date]

[Name]

[Street Address]

[City, State ZIP CODE]

Dear [Name],

Thank you so much for agreeing to come in and speak to my fifth grade students about your vocation to [vocation].

As I mentioned earlier in our conversations, the class has been looking closely at the lives of holy men and women as we study the various vocations. The one that corresponds with [vocation] in our curriculum is [saintly model’s name]. With this letter, I’ve included [his/her/their] biography that we have been using in class. I am also sending other materials that will give you a better idea of the lens and language that we have been using to explore the various vocations in the Church. Our definition of “vocation” is “a particular call particular way God calls someone to come to know, love, and serve Him and make Him known, loved, and served.”

Do not feel obligated to include this material in your witness to the class. I simply want to make sure you had a clear idea of what we are working toward in terms of the students' knowledge and understanding.

As another aid to your preparations, here are some questions to think about:

[Insert questions from the lesson plan that you find of greatest interest to your class]

In regards to your visit, let me share with you some practical information. [Pertinent information on parking, checking in at front desk, location of classroom, etc.] As we discussed, you will be presenting at [time] on [day, date]. The students are very excited about your visit.

Please plan to speak for about [10-15?] minutes. Then, if you are willing, be ready to answer questions for another [5-10?] minutes.

If you have any questions, please feel free to call me [phone number] or email me [email address]. Thank you again, in advance, for sharing your story with all of us. We look forward to seeing you on [date].

Blessings,

[Your name]

Fifth Grade: Lesson Six, Eight, Eleven & Thirteen

Assessments Attachment

The following assessments are for Lessons 6, 8, 11 and 13 in the fifth grade. Allow students to choose one of the following assessments for each lesson. Consider sending the students' projects to the presenter(s) as expressions of gratitude.

1. Thank You Note

Students will write a "thank you note" to the guest for taking the time to come and share his or her vocation story with the class. The following is a framework that they can follow in writing the note:

January 1, 2013

Dear _____,

- Thank you for...
- We have been learning about vocations. You taught us that...
- It is clear that you have helped others to know, love, and serve God by ...
- You have inspired me to do ... in my own life, so that I can know, loved, and serve God better.
- Thank you again for....

Sincerely,
Student's name

2. Development and Explanation of a Symbol for a Particular Vocation

Using their creativity, students will come up with an image to symbolize this particular vocation. They will construct the symbol and then write a paragraph explaining how it represents the particular vocation. The image can be something very concrete, like a picture of a priest ministering to the sick or saying Mass, or something more abstract, like a picture of a knot to represent the bond of marriage.

3. Write a prayer for the presenter

The students will write a prayer for the presenter. The students will ask God to bless the person, to strengthen his or her vocation, and to inspire others through him or her to make God known, loved, and served in their own vocations. In the prayer, the students should seek the intercession of the holy example from the curriculum who shares the presenter's vocation.

Fifth Grade: Lesson Fourteen

One Body in Christ

Lesson Objective: Students will be able to compare how vocations work together the same way the parts of the body work together.

Lesson Assessment: Students will add roles of different vocations to a stained-glass image of a body.

Lesson Materials:

- Ballpoint pen that clicks open (with spring removed but close at hand)
- Copies of activity page with 1 Corinthians 12:12-31 for each student
- Copies of stained glass activity page for each student
- Coloring supplies

Lesson Outline:

Opening Prayer (1-2 min)

Say: Dear God, we have been learning about the different vocations You made to be salt for the earth and light for the world. Help us today learn more about how these vocations work together to build up Your Church. We ask this through Christ Our Lord. Amen.

Assessing Prior Knowledge (7-10 min)

Say: We've been discussing the different vocations in the Church. What are the four vocations we've been talking about?

Make a list across the top of the board, married life, committed single life, religious life, priesthood, leaving room underneath for some descriptions.

Say: Name some ways married people know, love, and serve God or make God known, loved, and served.

Fill in student answers under the heading "Married Life." Continue this process for all four vocations.

Instruction (7-8 min)

Say: All of these vocations are very important in the Church. They work together like this pen. (Hold up the pen.) What do you think is the most important part of this pen?

Accept suggestions, likely focusing on the ink.

(Continued ...)

Lesson Outline, Continued:

Instruction Continued

Say: *Many of you said the ink was the most important part. Let's test it out and see. I need a volunteer to test the pen.*

Allow several students to try to get the pen to write.

Say: *By now you've probably realized that there is something wrong with this pen. It is missing the spring!*

Show the spring and return it to the pen. Allow a student to use the pen to show that now it will work.

Say: *Just like this pen, without one of the vocations we've been studying, an important part is missing in the Church. St. Paul compared the Church to the way a body works. We are going to read what he wrote right now.*

Pass out copies of the handout with 1 Corinthians 12:12-31. Either read it together as a class or have the students read it in pairs.

Say: *All of the parts of our bodies work together to help us live, in the same way that all of the vocations help the Church know, love, and serve God, and make God known, loved, and served.*

- *Without priests, we couldn't have sacraments.*
- *Without married people, we couldn't have holy families that raise faithful children.*
- *Without single people and those in religious life, big parts of the God's family— especially the poor and the sick – would be neglected.*

Paired & Group Work (5-7 min)

Divide the room into four quadrants. Assign a vocation to each quadrant. Ask the students to think, on their own, of one unique thing that their assigned vocation can do in a way that the other vocations cannot do. Encourage the students to remember the presenters who have come to the class and what they have shared.

(Continued ...)

See the vocations grid in the curriculum for in-depth responses to this question.

Lesson Outline, Continued:

Paired & Group Work Continued

After they have thought of something, invite them to turn and share it with their neighbor or others around them. If they both share the same thing, they should work together to come up with another thing that the vocation does uniquely.

After a few minutes, have each quadrant report back to the whole class some of the things that their vocation can contribute uniquely to the Body of Christ.

Say: *As we can hear, all of the vocations have something unique to contribute to the Church and to the world. Among the four vocations, there is not a better and a worse. They are all important. The Church and the world need all of them. The question for each of us is what vocation God is inviting or calling us to.*

Assessment (7-8 min)

Pass out the stained glass activity page. Instruct the students that they are to select one color for each of the four vocations. Then they are to color in the stained glass according to what vocation corresponds to the statement in that pane of the window. Let them know that some of the window panes could have multiple responses. They should pick the one that makes most sense to them.

Emphasize to them that this stained glass image underscores again that we need all the vocations to be the Church together.

Closing Prayer (1 min)

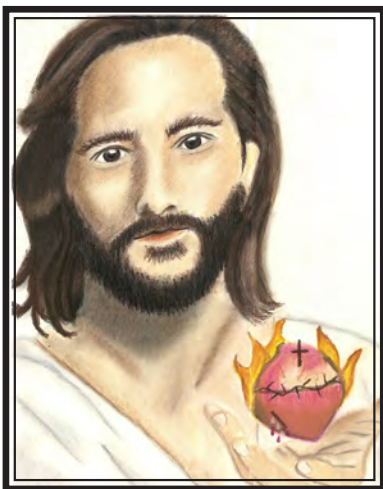
Say: *Lord God, come and live in our hearts. Help us to know You, to love You, and to serve You. Help us to make You known, loved, and served. With Mary as our guide, help us to always do Your will. We ask this through Christ Our Lord. Amen.*

Many Parts, One Body

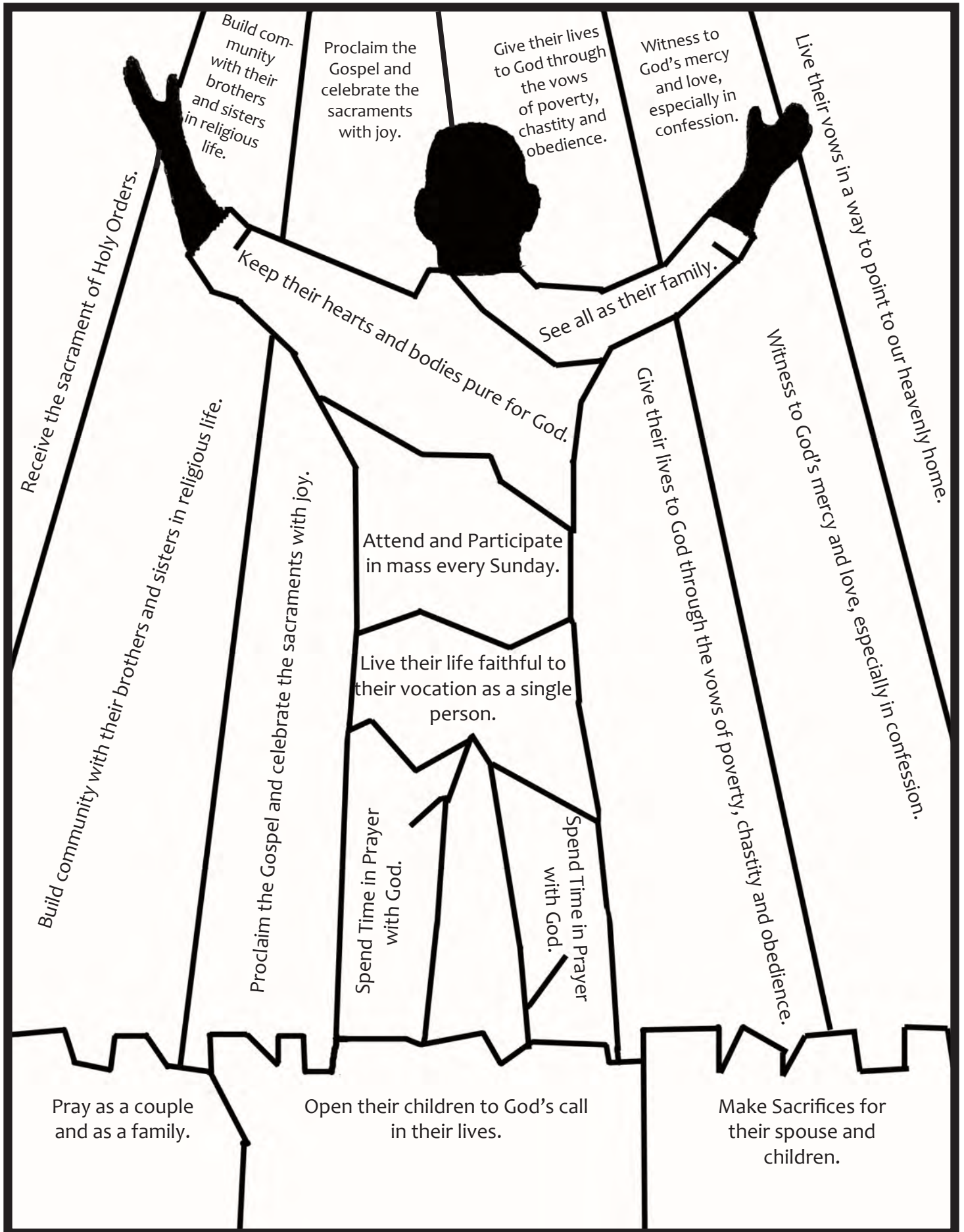
1 Corinthians 12:12-31

As a body is one though it has many parts, and all the parts of the body, though many, are one body, so also Christ. For in one Spirit we were all baptized into one body, whether Jews or Greeks, slaves or free persons, and we were all given to drink of one Spirit.

Now the body is not a single part, but many. If a foot should say, “Because I am not a hand I do not belong to the body,” it does not for this reason belong any less to the body. Or if an ear should say, “Because I am not an eye I do not belong to the body,” it does not for this reason belong any less to the body. If the whole body were an eye, where would the hearing be? If the whole body were hearing, where would the sense of smell be? But as it is, God placed the parts, each one of them, in the body as he intended. If they were all one part, where would the body be? But as it is, there are many parts, yet one body. The eye cannot say to the hand, “I do not need you,” nor again the head to the feet, “I do not need you.” Indeed, the parts of the body that seem to be weaker are all the more necessary, and those parts of the body that we consider less honorable we surround with greater honor, and our less presentable parts are treated with greater propriety, whereas our more presentable parts do not need this. But God has so constructed the body as to give greater honor to a part that is without it, so that there may be no division in the body, but that the parts may have the same concern for one another. If [one] part suffers, all the parts suffer with it; if one part is honored, all the parts share its joy.



Now you are Christ’s body, and individually parts of it. Some people God has designated in the church to be, first, apostles; second, prophets; third, teachers; then, mighty deeds; then, gifts of healing, assistance, administration, and varieties of tongues. Are all apostles? Are all prophets? Are all teachers? Do all work mighty deeds? Do all have gifts of healing? Do all speak in tongues? Do all interpret? Strive eagerly for the greatest spiritual gifts.



Fifth Grade: Lesson Fifteen

The Saint who is Just Me

Lesson Objective: Students will be able to identify the importance of each unique person within the Body of Christ.

Lesson Assessment: Students will design a shield to represent their uniqueness within the Body of Christ.

Lesson Materials:

- Clear bag of candy like Skittles or Starburst sorted into a group of only one color
- Copies of the crest activity page
- Coloring supplies

Lesson Outline:

Opening Prayer (1-2 min)

Say: Heavenly Father, You created each and every one of us to be unique. We each have a unique role to play, a unique mission to carry out in this world and in the Church. Help us today to begin to discover ever more the saint You are calling us to be. Amen.

Review of Previous Lessons (3-4 min)

Say: In our last lesson, we talked about how all of the different vocations are equally important in the Church. Why is it important to have all of the different vocations?

Possible responses include:

- Without one of the vocations, an important part would be missing and God's love would be less present in the world.
- The vocations work together like the parts of the body work together so that the body functions well.

Prompt the students to mention the image of the body, if they do not otherwise mention it, in order to emphasize that Scriptural image for the Church.

Introduction (3 min)

Say: Today we're going to talk about how God created you unique from everyone else so that you can know, love, and serve God, and make God known, loved, and served in a way that is unique from everyone else.

(Continued ...)

Lesson Outline, Continued:

Introduction Continued

Show a bag of candy of all one color.

Say: *What if every bag of Skittles only came in one color? Now, if (red) is your favorite kind of Skittle, you might be excited by that, but I bet that a lot of you like a few different flavors of Skittles and that you might be disappointed if you found a bag of Skittles that was only (red). Variety is a good thing! What other things can you think of that are good because they are different?*

Accept a variety of answers: crayons, other candy, family members, classmates, etc.

For additional information on the saintly models that could be helpful to this discussion, see the supplemental materials included in the curriculum.

Instruction (7-10 min)

Say: *God knows that it is good to have a variety, and when we look at the saints, we see that the saints are a wide variety of different and unique kinds of people. There are no two saints who are just alike.*

Have students think about the saintly models they have learned about so far in the units.

Say: *How are Saints Louis & Zélie Martin and Fr. Patrick Peyton, C.S.C., different from each other?*

Accept a variety of answers.

Say: *Is anything about them the same?*

Yes. They all were following Jesus in their lives. They knew, loved, and served God. They made God known, loved, and served.

Consider repeating this exercise with other pairings of the holy men and women they have studied, such as Blessed Pier Giorgio Frassati and Saint André Bessette. Continue pairing different people until you believe the students have grasped this idea.

Say: *Everyone in our classroom is also different from one another, and God made us all different and unique on purpose. In fact, He knew we would be different from one another even before we ever started to grow inside of our mothers!*

(Continued ...)

Lesson Outline, Continued:

Instruction Continued

This comes from the Prophet Jeremiah (NAB 1:5) in the Bible:

*“Before I formed you in the womb I knew you,
Before you were born I dedicated you,
a prophet to the nations I appointed you.”*

Say: Figuring out our vocations does not mean that we should look at someone else and try to be exactly like them, because then we would all be the same and that would be boring, like that bag of candy with only one color. God made you unique from everyone else, and He wants you to know, love, and serve Him, and make Him known, loved, and served in your own special way –

Assessment (15-20 min)

Distribute the crest activity page to the students.

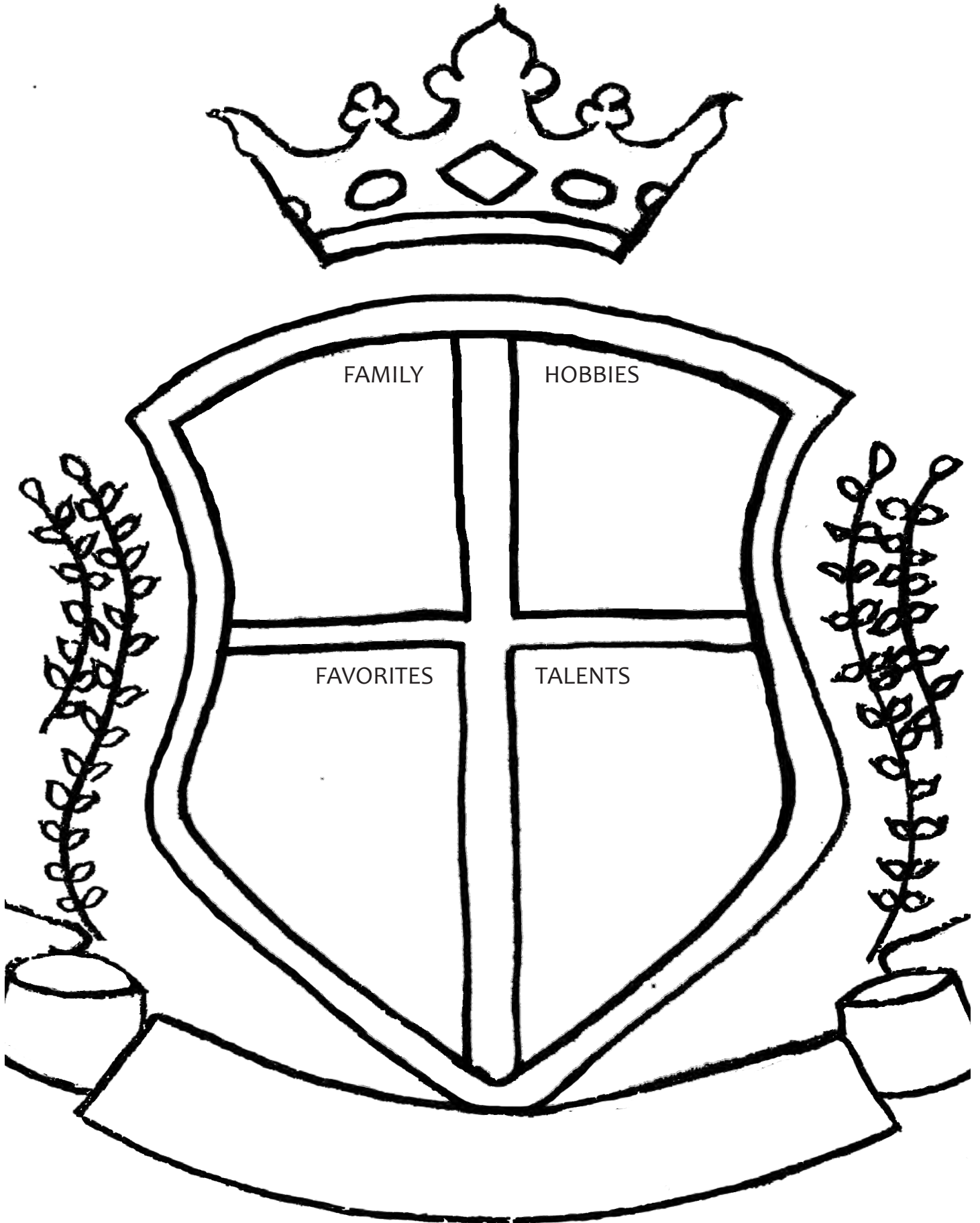
Say: A crest is a symbol of a family or leader that shows important things about that person or group. Use the crest that I am passing out to you to design a symbol that represents you and shows your uniqueness within the Body of Christ.

Explain to them that in each quadrant, they should either draw or write the items that fit them there and make them the unique person who they are. If necessary, give them some examples. They can write their names on the banner below the crest.

After students create their shields, time permitting, invite them to share their crests with a partner, with a small group, or with the rest of the class. This can be another opportunity to affirm each student’s uniqueness.

Closing Prayer (1 min)

Say: Lord God, come and live in our hearts. Help us to discover the unique person You created each and every one of us to be. Give us the courage to be true to who You made us to be so that we can be a unique gift to this world and to the Church. We ask this through Christ our Lord. Amen.



Fifth Grade: Lesson Sixteen

This Little Light of Mine

Lesson Objective: Students will be able to identify ways in which they currently know, love, and serve God, and make God known, loved, and served.

Lesson Assessment: Students will complete a self-evaluation.

Lesson Materials:

- Copies of the “Light of Mine” activity page for each student
- Pencils

Lesson Outline:

Opening Prayer (1-2 min)

Say: *Dear God, in our last lesson, You affirmed for us that each and every one of us is unique. This is the way that You made us. Today, help us to be more aware of the ways we already know, love, and serve You. Also help us to see how we can come to know, love, and serve You more. Amen.*

Review of Previous Lessons (2 min)

Say: *We’ve been talking about how each person has his or her very own story of vocation, or their unique way to answer God’s call to holiness. Why is it important for everyone to have their own story?*

Guide the students to answers that affirm that God made all of us unique so that we could carry out a unique mission in the Church and in the world.

Discussion & Story (15-20 min)

Say: *Today we’re going to take a closer look at our own lives and see how we each know, love, and serve God, and how we make God known, loved, and served. I want to start out by reading you the story of a boy who has his own special way of answering God’s call. Listen carefully to the role the boy plays.*

Read aloud St. John’s account of the feeding of the five thousand (NAB John 6:1-14).

Say: *After this, Jesus went across the Sea of Galilee. A large crowd followed him, because they saw the signs he was performing with the sick.*

(Continued ...)

Lesson Outline, Continued:

Discussion & Story Continued

Jesus went up on the mountain, and there he sat down with his disciples. The Jewish feast of Passover was near.

When Jesus raised his eyes and saw that a large crowd was coming to him, he said to Philip, "Where can we buy enough food for them to eat?" He said this to test him, because he himself knew what he was going to do. Philip answered him, "Two hundred days' wages worth of food would not be enough for each of them to have a little."

One of his disciples, Andrew, the brother of Simon Peter, said to him, "There is a boy here who has five barley loaves and two fish; but what good are these for so many?" Jesus said, "Have the people recline." Now there was a great deal of grass in that place. So the men reclined, about five thousand in number. Then Jesus took the loaves, gave thanks, and distributed them to those who were reclining, and also as much of the fish as they wanted.

When they had had their fill, he said to his disciples, "Gather the fragments left over, so that nothing will be wasted." So they collected them, and filled twelve wicker baskets with fragments from the five barley loaves that had been more than they could eat. When the people saw the sign he had done, they said, "This is truly the Prophet, the one who is to come into the world." (John 6:1-14)

Say: What was the boy's gift?

The students' first response might be his five loaves and his two fish. Prompt the students to go beyond that answer and recognize the boy's willingness to share, his courage to come forward, and his faith that he could make a difference even with his seemingly small gift.

Say: What was the problem in the story?

The students' first response might be that there is a large, hungry crowd without food.

(Continued ...)

Lesson Outline, Continued:

Discussion & Story Continued

Search to see if the students also see a lack of faith among disciples or the crowd to think that the little they had when shared would not be enough.

Say: *How did the problem get solved?*

The students' first response might be that Jesus' miraculously multiplied the loaves and the fishes, but guide them to recognize the role of the disciples (such as Andrew in seeing the young boy) and especially of the young boy in coming forward to give his own loaves and fishes, no matter how small they seemed.

Say: *Do you think it was silly for the boy to step forward?*

The students might respond yes at first. Affirm this response that it can seem silly at first to come forward when it seems that we have so little and the problems are so large. Encourage them to see how Jesus is teaching us in the story to have courage to come forward to share our gifts because we never know how big they can become when we share them with others.

Say: *The boy in the Gospel passage had a special gift, even if it didn't seem like it was worth much. But Jesus was able to take his gift and make it into something truly remarkable. God wants us to share our gifts with other people. In fact, elsewhere in the Gospels, Jesus commands us not to keep our "light under a bushel basket." In other words, God doesn't want us to keep our gifts to ourselves. Today we're going to think more carefully about what abilities God has given us that we can use to help other people know, love, and serve God.*

Individual Work (10 min)

Distribute the "Light of Mine" activity page to the students.

Say: *God has given each person special ways to know, love, and serve Him, and to help others to know, love, and serve Him. On this sheet you will see a list of ways that you, as a fifth grader, might live out your vocation to follow Jesus today. Put a check mark by each statement that is true of you.*

(Continued ...)

Lesson Outline, Continued:

Individual Work Continued

Say: Remember that each person will have his or her own special ways of coming to know, love, and serve God, so only check statements that belong to you. Then in the space provided you can add some other things that you do to know, love, and serve God that are not on the list.

Encourage the students, as they complete the activity page, not to keep their gifts under a bushel basket but to let them shine forth on the world.

Have the students keep this activity page to assist them with the next lesson.

Closing Prayer

Say: Lord God, we already seek to know, love, and serve You in our lives. Yet like the boy in the Gospel reading we heard today, sometimes it is tempting to believe our gifts are so small. Help us to have the courage that the boy in today's Gospel story did to bring our gifts to Jesus so He can shine His light on the world through us. Do not let us hide our gifts under a bushel basket. Amen.

- _____ I sing at Mass.
- _____ I read at Mass.
- _____ I pray the Rosary.
- _____ I like to help cook.
- _____ I am an altar server.
- _____ I pay attention at Mass.
- _____ I can help vacuum at home.
- _____ I like to help younger children.
- _____ I say prayers before I go to bed.
- _____ I help set the table at meal times.
- _____ I make little sacrifices sometimes.
- _____ I like to read or hear Bible stories.
- _____ Working in the yard is fun for me.
- _____ I take care of my younger siblings.
- _____ I say the blessing before I eat a meal.
- _____ I pray and go to Mass with my family.
- _____ Mass is an important part of my week.
- _____ I feel better after I go to Reconciliation.
- _____ I help my parents the first time I am asked.
- _____ Working hard in school is important to me.
- _____ I am kind to others, even when I don't want to be.
- _____ I participate in service projects that help other people.
- _____ I shine a light by also knowing, loving, and serving God in these ways: _____



Fifth Grade: Lesson Seventeen

Let it Shine

Lesson Objective: Students will be able to identify ways in which they can grow to know, love, and serve God and make God known, loved, and served more.

Lesson Assessment: Students will choose three ways in which they can grow in their following of Jesus, and make a plan about how to accomplish these.

Lesson Materials:

- Copies of their completed “Light of Mine” activity pages from Lesson 16
- Copies of the goals activity page for each student
- Pencils

Lesson Outline:

Opening Prayer (1 min)

Say: God, although we know You, we know we can know You better. Although we love You, we know we can love You more. And, although we serve You, we know we can serve You more. Help us today to find ways that we can do more to know, love, and serve You in our lives, and help others come to know, love, and serve You, too. Amen.

Review of Previous Lessons (3 min)

Say: Today we’re going to make a plan about how we can grow in the ways we know, love, and serve God, and make God known, loved, and served. In our last lesson, we looked at how we already do things to show love and service for God. Who can tell me a special way that they already know, love, or serve God?

Students can say items from the “Light of Mine” activity page they completed.

Instruction (10 min)

Say: Take a look at your checklist from yesterday. Now, I want you to think about new things that you can start doing in the next few weeks to begin to know, love, and serve God in new ways. Think for a minute about what things on your list aren’t already checked off, but that you think you could start working on. I want you to pick three new things that you want to work on and put a circle around each one. You might pick one thing that you already do that you want to get better at. Or you might come up with something that is not on the list that you want to do in order to know, love, and serve God more.

(Continued ...)

Lesson Outline, Continued:

Instruction Continued

Give the students some time to reflect and select three items.

Say: *Before you begin any important project, like a recipe, a building project, or even a road trip, it's important to make a plan of what you're going to do. Today you're going to make a plan for how you are going to grow in knowledge, love, and service of God.*

Distribute the goals activity page to the students.

Say: *On your paper, you see a planning guide. Using the three things you just circled or wrote, I want you to fill in the plan for how you are going to improve at that skill. Help the students complete the activity page.*

Paired & Group Work (10-15 min)

Working with a partner or groups of 3 or 4, have students share their plans with one another.

After they have had enough time to share with their partners or groups, take a few minutes to process with the entire class.

Say: *Who wants to work on praying at Mass? What do you think will be hard about it? Who can help you with it?*

Continue asking similar questions until several different students have had a chance to answer.

Encourage the students to put this planning sheet in a prominent place (such as inside their planner, on the wall by the door in their room, on refrigerator, etc.) so they can refer to it often to help inspire them to keep growing.

Closing Prayer (2 min)

Say: *Lord God, come and live in our hearts. Help us to complete these goals we have set to come to know, love, and serve You more. With Mary as our guide, help us to always do Your will. We ask this through Christ Our Lord. Amen.*

Name _____

Directions: After you set three goals for yourself, use this page to plan how you are going to achieve your goals.

GOAL 1: _____

How often do I need to do this? daily weekly every few weeks

Who do I need to help me with this? parents friends teachers Other _____

Right now I do this: never sometimes often

The hardest part of this will be _____

What saint can I pray to for help with this? _____

GOAL 2: _____

How often do I need to do this? daily weekly every few weeks

Who do I need to help me with this? parents friends teachers Other _____

Right now I do this: never sometimes often

The hardest part of this will be _____

What saint can I pray to for help with this? _____

GOAL 3: _____

How often do I need to do this? daily weekly every few weeks

Who do I need to help me with this? parents friends teachers Other _____

Right now I do this: never sometimes often

The hardest part of this will be _____

What saint can I pray to for help with this? _____



Fifth Grade: Lesson Eighteen

Prayer Letter to Mary

Lesson Objective: Students will be able to identify Mary as the Mother of Vocations.

Lesson Assessment: Students will write a letter to Mary, asking her to help them to do what God asks them to do.

Lesson Materials:

- Image of the Annunciation (such as the one by Fra Angelico)
- Annunciation activity page for each student
- Pencils
- Coloring supplies
- *Sample prayer on a piece of chart paper (optional)*

Lesson Outline:

Opening Prayer (1-2 min)

A decade of the rosary or an Our Father, Hail Mary, and Glory Be.

Introduction (6-8 min)

Say: *We've studied a lot lately about how we can come to know, love, and serve God, as we search and pray for our vocations. Today we're going to discuss how Mary can help us to find and live our vocations.*

Say: *Think about Mary in the story of the Wedding at Cana. Listen while I read.*

Read to the class St. John's account of the Wedding at Cana (NAB John 2:1-11).

Say: *On the third day there was a wedding in Cana in Galilee, and the mother of Jesus was there. Jesus and His disciples were also invited to the wedding. When the wine ran short, the mother of Jesus said to him, "They have no wine." Jesus said to her, "Woman, how does your concern affect Me? My hour has not yet come." His mother said to the servers, "Do whatever He tells you."*

Now there were six stone water jars there for Jewish ceremonial washings, each holding twenty to thirty gallons. Jesus told them, "Fill the jars with water." So they filled them to the brim. Then He told them, "Draw some out now and take it to the headwaiter." So they took it.

(Continued ...)

Lesson Outline, Continued:

Introduction Continued

And when the headwaiter tasted the water that had become wine, without knowing where it came from (although the servers who had drawn the water knew), the headwaiter called the bridegroom and said to him, “Everyone serves good wine first, and then when people have drunk freely, an inferior one; but you have kept the good wine until now.”

Jesus did this as the beginning of His signs in Cana in Galilee and so revealed His glory, and His disciples began to believe in Him. (John 2:1-11)

Say: *What was the problem in this story?*

They had run out of wine at the wedding.

Say: *What did Mary tell the waiters?*

“Do whatever Jesus tells you.”

Say: *What happened at the end?*

The students’ first response might be that Jesus turned water into good wine. Guide the students to the realization that this only happened because the waiters were willing to do whatever Jesus told them, even if it sounded strange to them at first.

Say: *Mary’s words to the waiters are also her words to us. “Do whatever He tells you.” Mary wants us to listen to Jesus and do what He asks of us, especially what He asks us to do with our lives. Mary knows that if we follow Jesus, we will be led to our greatest joy and the greatest love of our lives. She knew this because saying “yes” to God is what made her blessed.*

Instruction (15-20 min)

Show the students the image of the Annunciation. Ask students to analyze the picture, prompting them with the following questions:

Say: *What’s happening in this picture? What do you see that makes you say that?*

(Continued ...)

Lesson Outline, Continued:

Instruction Continued

Allow several students to answer. Work towards an understanding that Mary is being visited by the angel and that Mary looks scared.

Say: *In the picture we were discussing, Mary was being visited by the Angel Gabriel. Gabriel was asking Mary to be the Mother of Jesus.*

Say: *Mary was frightened at first, but she trusted in God and said “yes” to what was being asked of her. Mary can also help us to say “yes” to what God is asking us to do, even if it is scary for us. Like she told the waiters in the story of the Wedding at Cana, Mary wants us to do whatever Jesus tells us. Mary is called the Mother of Vocations because she can help us say “yes.”*

Say: *Today we’re going to write a prayer letter to Mary to ask her to help us say “yes” to knowing, loving, and serving God, and making God known, loved, and served.*

Distribute paper to students. You may play soft music while they work. Guide them to write prayer letters to Mary, asking for help. Depending on the level of the class, consider providing a sample prayer on a piece of chart paper. If they can’t think of something to write, suggest that they can ask for help with the three goals they set in the previous lesson.

Instruct students that when they finish with their prayer, they can color the Annunciation activity page. Either distribute these in advance or have them available for them to pick up.

At the end, remind the students that the key to remember from today’s lesson is the words of Mary: “Do whatever Jesus tells us.” Then we will find our vocations and our lives will be blessed.

Closing Prayer

Say: *Dear Mother Mary, we are inspired by how you said “yes” to God even though you were frightened at first. Helps us have the courage to say “yes” to God as well so that we can “do whatever Jesus tell us.” We ask this of you, as we pray to you, Hail Mary, full of grace Amen.*

Consider collecting the prayers and putting them together in a booklet that can be kept at the prayer corner in the classroom. If you are going to do this, it might be a good idea for the students to write their prayers anonymously.

"I am the handmaid of the Lord, be it done unto me according to your word."

