

SAMPLE LESSON PLAN RESOURCE MATERIALS FOR ELEMENTS OF SYLLABUS

SECTION B: FOUNDATIONS OF RELIGION - CHRISTIANITY PART 4: THE DEATH AND RESURRECTION OF JESUS

<b>Syllabus Aim</b>	To examine the meaning of the life, death and resurrection of Jesus for his followers, then and now. (Syllabus p14)
<b>Syllabus Objectives</b>	As a result of studying this section students should be able to recognise moments of conflict in the life of Jesus; have an understanding of the Last Supper as a meal in the Passover tradition; have read and be familiar with the Gospel accounts of the death of Jesus; be aware of the possible impact of the resurrection appearances on the followers of Jesus (Syllabus p18)
<b>Key Concepts</b>	Conflict with authority, martyrdom, Passover, resurrection.
<b>Description of Content</b>	Stories from the Gospels that show Jesus in conflict with the religious and political authorities
<b>Methodology</b>	A variety of methodologies are used including interpretation of data, discussion, group work, role-play. These methodologies were used so as to give students an opportunity to identify, explore and clarify the concepts and to structure and elaborate on their existing knowledge and understanding of the content.

**Procedure**

**Introduction**

*Student Assignment - Conflict with Authority*

Ask students to think of someone they know or they have read about who was given a hard time by people in authority (e.g. teachers, parents, political leaders, religious leaders, an army, or a gang) when he/she tried to do what was right.

*Written Assignment*

In their copies students should describe what happened to this person, say why this person was given a hard time and write down how they think this person felt when he/she was given a hard time. Take feedback from the written assignment and explain that during his ministry Jesus faced opposition from many powerful people in Palestine. Discuss: How do you think Jesus felt when they gave him a hard time?

Pick a word in the following list which best describes how you think he felt:

- |          |        |          |       |          |        |           |         |
|----------|--------|----------|-------|----------|--------|-----------|---------|
| Angry    | Hurt   | Relieved | Happy | Doubtful | Joyful | Depressed | Content |
| Rejected | Lonely | Furious  | Loved | Annoyed  | Sad    | Delighted | Proud   |

OR

View a video account / read the life story of Archbishop Oscar Romero in Love One Another, New Christian Way Series 1. Discuss the following questions.

- From the story give two examples of injustice in El Salvador.
- What did Oscar Romero do to bring about justice in El Salvador?
- Why was he hated by the military rulers of El Salvador?
- Think of somebody in your local area or somebody you have read about who had to face a lot of opposition from powerful people. Tell their story.
- Are there any similarities between the story of Oscar Romero and the story of Jesus? Explain.
- Are there any differences between this story and the story of Jesus? Explain.

OR

Read the story of Jonathan Livingston Seagull, or the story "Destroy him" in The Christian Way Book One, Teacher Guide and Resource Material. Discuss:

- How is Jonathan different to the other seagulls?
- Why was he "centred for shame" by the other seagulls?
- How did Jonathan feel when he was asked to "Stand to centre for Shame"?
- Think of somebody in your local area or somebody you have read about who had to face a lot of opposition from people in authority. Tell their story.

- e) Are there any similarities between the story of Jonathan Livingstone Seagull and the story of Jesus? Explain.
- f) Are there any differences between this story and the story of Jesus? Explain.

*OR*

Read the story of Margaret called “Spoil Sport”, in Love One Another, New Christian way Series 1.

- Discuss:
- a) Why did Margaret act as she did?
  - b) Why do you think the others treated Margaret as they did?
  - c) Have you ever seen something like this happen to someone in your group or neighbourhood, someone who tried to do what was right? Describe what happened?
  - d) Are there any similarities between the story of Margaret and the story of Jesus? Explain.

*OR*

Divide students into groups and give to each group a collection of photographs (from newspapers, magazines, etc). Each member of the group chooses two photographs, which show a person being given a hard time by people in authority (e.g. parents, teachers, political leaders, religious leaders, etc.) Each member of the group describes their photographs and the whole group discuss:

What do the photographs we have chosen have in common?

How do the photographs we have chosen differ?

In what way is each photograph an example of conflict with authority?

Each group picks two photographs, which are representative of those chosen by their members. When the group work is completed invite one student from each group to present their photographs to the class and to explain:

- a) Who is in each photograph?
- b) What is happening in each photograph?
- c) In what way is each photograph an example of conflict with authority?

As each student finishes his/ her presentation mount the photographs on a large sheet of drawing paper entitled “Conflict with Authority”. Conclude the activity by questioning the class on the similarities between the photographs.

*Written Assignment:*

Think of a time when you or someone you know experienced conflict with authority. Using either words or pictures, tell the story of what happened.

### *Stories from the Gospels that show Jesus in conflict with the religious and political authorities*

Review the description of the religious and political authorities in Palestine at the time of Jesus using Part 1 *Student Work: SOCIAL POLITICAL AND RELIGIOUS GROUPS IN JESUS’ TIME*. Deepen the students’ understanding of these groups by the following activity and discussion:

*Group Role Play Activity:* Form groups of six. Each member of the group takes one of the following roles:

® A reporter ® Pontius Pilate ® President of the Great Sanhedrin ® Pharisee ® Sadducee ® Scribe

The reporter interviews the other members and asks each the following questions: Who are you? What is important to you?

*Class Role Play Activity:* Form a class group of six with a different member from each group (A reporter, Pontius Pilate, President of the Great Sanhedrin, Pharisee, Sadducee, Scribe and role play the interview for the rest of the class.

Discuss the following questions in light of the role-play activity:

1. Who was the Roman governor of Judea and Samara at the time of Jesus?
2. What methods did he use to keep Judea and Samaria under Roman control?
3. What was the Great Sanhedrin?
4. What powers did the Great Sanhedrin have?
5. Who were the Sadducees? What was important to them?
6. Who were the Pharisees? What was important to them?
7. Who were the scribes?

*OR*

If students are already familiar with the religious and political authorities in Palestine at the time of Jesus, from Section B, Part 1, this may be revised in one of the following ways:

- Brainstorm the pupils on the characteristics of the powerful groups in Palestine at the time of Jesus – i.e. the Romans, Great Sanhedrin, Sadducees, Pharisees, and the scribes. Note the characteristics of each group on the chalkboard.
- Give the students time to complete the *Student Work: PEOPLE IN PALESTINE AT THE TIME OF JESUS*
- Give the students time to complete the *Student Work: CROSSWORD ON RELIGIOUS AND POLITICAL AUTHORITIES IN PALESTINE*. Correct and discuss their answers using the following answer sheet:

							P										
							R	O	M	A	N						
						S	I	N	N	E	R			R			
				P			T							E			
			P	R	E	S	I	D	E	N	T		S				
				I			U							U	F		
		G	R	E	A	T	S	A	N	H	E	D	R	I	N		
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Explore some of the stories in the Gospels that show Jesus in conflict with the religious and political authorities by:

Option A

Divide the students into groups. Give each a Bible Reference or Bible Story containing an account of conflict between Jesus and the religious or political authorities of his day.

<i>Incident</i>	<i>Scripture Reference</i>
Call of Matthew or Levi	Mark 2: 13-17.
Healing of the paralysed man	Luke 5: 17-25.
Incident in the cornfield	Luke 6: 1-5.
Cure of the man with the withered hand	Luke 6: 6-11.
Casting out of an evil spirit	Matthew 12: 22-28.
The cleansing of the Temple	Mark 11: 15-19.
Life after death	Mark 12: 18-27.

Give students time to read the incident they have been assigned. When students have completed reading they are to produce a storyboard (one page account) in words or pictures of the incident that they have studied. When all students have completed this, they present their storyboard to the rest of the class in either of the following ways:

- A student from each group comes to the top of the room and presents their storyboard to the rest of the class, describing in words or pictures the incident of conflict in the life of Jesus. After each storyboard is presented, students are questioned on the nature of the conflict between Jesus and the Pharisees and Sadducees. They are then asked to answer the relevant questions below:

Who is surprised at Jesus' behaviour? <i>The scribes of the Pharisees.</i>
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<b>Call of Matthew or Levi</b> Mark: 2: 13-17.	Why are they surprised? <i>Jesus is eating with sinners and tax collectors. To the Pharisees these people were unclean because they broke the Pharisaic laws.</i>
	What answer does Jesus give them? <i>Jesus tells them that he has come to call the sinners, not the good-living.</i>
<b>The Healing of the Paralysed Man</b> Luke 5: 17-25.	Who is angry with Jesus? <i>Pharisees and the teachers of the Law(scribes)</i>
	What is their complaint? <i>Jesus forgave the sins of the paralysed man. They believed that only God could forgive sins. (When Jesus forgave the sins of the paralysed man, he committed blasphemy in their eyes.)</i>
<b>Picking Corn on the Sabbath</b> Luke 6: 1-5.	What answer does Jesus give them? <i>He claims that he has the power to forgive sins and shows this by telling the paralysed man to get up and walk home. (At that time many people believed that physical disability was a divine punishment for sin).</i>
	Who is Jesus in conflict with in this story? <i>Pharisees</i>
<b>Cure of the Man with the Withered Hand</b> Luke 6: 6-11.	What is their complaint? <i>Jesus is allowing his disciples to break the Pharisaic rules against work on the Sabbath by letting them pick heads of grain.</i>
	What answer does Jesus give them? <i>He tells them that as the Son of Man, he has power over the Sabbath.</i>
<b>Casting Out of an Evil Spirit</b> Matthew 12: 22-28.	Who is angry with Jesus in this story? <i>Scribes and the Pharisees</i>
	What is their complaint against Jesus? <i>Jesus breaks the Pharisaic rules against work on the Sabbath by healing people.</i>
	What does Jesus do? <i>He asks them if it is lawful to do good or to do harm on the Sabbath and then heals the man with the withered hand.</i>
<b>Arrival in Jerusalem and the Cleansing of the Temple</b> Mark 11: 1-19.	How do Jesus' opponents respond? <i>They discuss among themselves what they will do with Jesus.</i>
	Who is Jesus in conflict with in this story? <i>The Pharisees</i>
	What is their complaint against him? <i>They claim that it is by the power of Beelzebul, the ruler of the demons that Jesus casts out demons.</i>
<b>Life After Death</b> Mark 12: 18-27.	How does Jesus respond? <i>He asks by what power their own exorcists cast out demons. He also notes that it does not make sense to say that he casts out demons by Satan's power, because if this is the case Satan is divided against himself. How then can Satan's kingdom last?</i>
	Who is angry with Jesus in this story? <i>The chief priests and the scribes</i>
<b>Life After Death</b> Mark 12: 18-27.	Give two reasons why they angry with him? (a) <i>Jesus had driven the money changers and others who were buying and selling from the temple. The Sadducees had allowed the money lenders to work in the Temple and were annoyed with Jesus for driving them out.</i> (b) <i>The crowd was very impressed by Jesus. (The Sadducees were afraid that Jesus' popularity with the people would lead to trouble with the Romans and put an end to their power).</i>
	Who sets a trap for Jesus in this story? <i>The Sadducees</i>
<b>Life After Death</b> Mark 12: 18-27.	How do they try to trap him? <i>After telling him the story of a woman who marries seven brothers, they ask whose wife will she be in the resurrection.</i>
	How does Jesus avoid their trap? <i>He tells the Sadducees that when people rise from the dead they do not marry. He also points out that people do rise from the dead because God is a God of the living and not of the dead.</i>

OR

- The storyboards are mounted on the walls of the classroom. Each student is given the questions listed above and invited to go around to each of the different storyboards and find the answers to the questions. When they have completed this task, their answers are corrected using the above answer sheet.

Option B: Divide the class into pairs. Give a Bible and the references / questions listed above to each pair. Students are given sufficient time to read each story and to complete the questions. Correct their answers using the appropriate answer sheet above.

***The Last Supper as Passover Meal and Eucharist***

Place the word Passover on the chalkboard and brainstorm students as to what event in the history of the people of Israel it refers. Outline to the students how the word Passover refers to the time when, Moses led the people of Israel out of slavery in Egypt. The Egyptian pharaoh was finally convinced to let the people go when the angel of death killed every firstborn in Egypt but "passed over" the Israelite homes that had put lamb's blood on their doorposts. To recall these events the elements of the traditional Passover meal symbolise historically significant features of the Israelites experience.

Ask students to role-play a Passover Meal using a script that breaks it into 30 role parts, such as that given in *The Christian Way Book One Teachers Guide and Resource Material, Veritas*.

Identify the youngest student in the class and assign roles to students.

*Passover Meal role play - Requirements:* Arrange desks in a large square to form a Passover table, around which students can sit facing each other. Place the required food and drink on each student desk.

- Food : Unleavened bread (made without raising agent); Bitter herbs; Dishes of apple or horseradish sauce. Cooked meat- slices of lamb if possible. Parsley, lettuce or watercress cut into small pieces. Lightly salted water.
- Drink: Fruit-juice and 2 cups for each student;
- Water with washing-bowl and towels.

As a follow up activity read the *Student Work: PASSOVER MEAL / LAST SUPPER* relating what happens in the different parts of the Passover Meal with the Gospel accounts of what happened at the Last Supper.

Give students time to complete the Written Assignments:

- 1 In what ways was the Last Supper similar to the traditional Passover Meal?
2. In what ways did the Last Supper differ from the traditional Passover Meal?
3. What do these similarities and differences reveal about the significance of the Last Supper?

### *Gospel Stories of the events leading up to the death of Jesus and the impact of these events on the followers of Jesus*

Write the word "martyr" on the chalkboard and brainstorm the students for answers to the question:

What comes to mind when you hear the word martyr?

Take feedback from the students and note their understanding of a martyr on the chalkboard. Read a variety of dictionary definitions of the word martyr. e.g.

*Collins English Dictionary* - A person who suffers death rather than give up his or her religious beliefs.

*The New Hamlyn Encyclopedic World Dictionary* - One who is put to death or endures great suffering on behalf of any belief, principle or cause.

*Chambers Twenty-First Century Dictionary* - 1. Someone who chooses to be put to death ... rather than abandon their religious beliefs. 2. Someone who suffers or dies for their beliefs, or for a particular cause, etc.

*Student Assignment – Written / Oral:* Pick any one of the words or images that came into your mind when you thought of the word "martyr" and explain how it is true to a dictionary definition of "martyr". Take feedback from the students and correct their understanding of "martyr" as appropriate.

Write Martyrdom on the chalkboard and ask the students the question: In light of what the word martyr means, what do you think martyrdom is? Take feedback from the students and explain that the word Martyrdom refers to "sufferings and death of a martyr" (*Oxford English Dictionary*)

Read a story or show a video about a martyr, for example the story of Jean Donovan in *A Time to Live: The New Christian Way Series 3*, pp.284-286, or on the video "ROSES IN DECEMBER" and discuss:

1. What evidence is there in the story/video that Jean's life was in danger?
2. Give two reasons why Jean decided to stay in El Salvador.
3. Martyrdom is the name given to "the sufferings and death of a martyr". Was Jean's death an example of martyrdom? Give a reason for your answer.

Write each of the events listed below on the chalkboard and ask students to read the evangelists' account of the incident.

<i>Events</i>	<i>Reader 1</i>	<i>Reader 2</i>	<i>Reader 3</i>	<i>Reader 4</i>
1. Jesus' agony in the Garden	Mk 14:35-41	Mt 26:37-46	Lk22: 40-46	-
2. Jesus' arrest	-	Mt 26:47-56	Lk22: 47-53	Jn18: 22-11
3. Jesus is tried by the Jewish court -the Sanhedrin	Mk 14:53-64	Mt 26:57-66	Lk 22:66-71	Jn 18:12-24
4. Peter denies Jesus	Mk 14:54; 66-72;	Mt 26:58-75	Lk22: 54-62	Jn18: 15-17
5. Jesus before Pilate	Mk 15:1-5	Mt 27:2-14	Lk23:1-7	Jn18:28-38
6. Jesus before Herod	-	-	Lk 23:8-12	-
7. Jesus is sentenced by Pilate	Mk 15:6-15;	Mt 27:16-26	Lk 23: 13-25	Jn18: 39-40
8. Jesus is scourged and crowned with thorns.	Mk 15:15-20	Mt 27:26-31;	-	Jn 19:1-3
9. Jesus carries his cross through Jerusalem	Mk15: 20-22	Mt 27:31-33	Lk 23:26-33	Jn 19:16-17
10. The crucifixion	Mk 15:23-36	Mt 27:34-49	Lk23:24-45	Jn19:16-17
11. The death of Jesus	Mk 15:37-41	Mt 27:50-56	Lk 23:46-49	Jn19:30-37

*(Adapted from Jesus and You by J.Finley and M. Pennock)*

After each set of readings discuss the following questions:

What are the similarities in the gospel accounts of the events leading up to the death of Jesus?

What are the differences in the gospel accounts of the events leading up to the death of Jesus?

Give students time to check their sense of time order by listing on the chalkboard the following events leading up to the death in the order of their happening.

The crucifixion	Jesus' arrest	Jesus carries his cross through Jerusalem
Jesus before Pilate	The death of Jesus	Jesus is scourged and crowned with thorns.
Jesus' agony in the Garden	Jesus before Herod	Jesus is tried by the Jewish court
Jesus is sentenced by Pilate	Peter denies Jesus	

Give the students time to imagine how the apostles must have felt after the crucifixion by completing the following *Written Assignment*:

- Ø Which of the events listed above that would have made the apostles feel that Jesus had been a failure? Order them (1,2,3 etc.)
- Ø Which of the events listed above that would have made the apostles feel very let down after the crucifixion? Order them (A,B,C etc.)

*OR*

*Role Play* (Work in pairs) It is the night after the crucifixion of Jesus. They are to pretend they are two of Jesus' apostles and are to compose a conversation about what has happened and how they feel.

*OR*

Outline to the students how in the early centuries the practice arose among Christians of walking in prayerful silence from the Garden of Gethsemane to the hill of Calvary, meditating on the suffering and death of Jesus. During the Crusades, pilgrims began to mark certain halting places on this journey, to recall particular incidents on the Way of the Cross. St. Francis of Assisi and his friars made the tradition of following the Stations of the Cross popular.

Give students time to read Mk 15:6-41 or Mt 27:16-56 or Lk 23: 13-56 or Jn18: 39 - 19:37 and map out the events in the order of their happening or mark in the route followed by Jesus from the time of his arrest until his burial on the map of Jerusalem. As a follow up activity ask students to imagine that they were bystanders as Jesus carried his cross to Calvary and write or draw what they saw as Jesus passed their way.

*OR*

Read through the four accounts of the death of Jesus: Matthew 27:32-56; Mark 15:21-41; Luke 23:26-56; John 19:16-37. or Read the account of the death of Jesus using different voices for different characters outlined in Lesson 21 of *Love One Another*, The New Christian Way Series 1  
 Imagine you are one of the following: ® a Roman Official ® a soldier ® a reporter  
 Compiling a report about the crucifixion of Jesus. In your report you need to include:

- a. A factual account of the crucifixion
- b. Interviews with Simon of Cyrene
- c. One of the women bystanders
- d. The officer on duty at the cross
- e. A temple official

**Stories of Jesus' appearance after his death and the impact of these appearances on the apostles**

Read Mark 16:1-11 and discuss the following questions

*Discuss:*

1. Why did the women work hard to make the ointment?
2. What changes did the women notice that morning at the tomb?
3. Why were the women afraid?
4. What work did Jesus give Mary to do after the resurrection?

*Assignment:* In Matthew 28 we are given an account of Jesus' resurrection from the dead. When Jesus met the women as they headed away from the tomb in search of the disciples he spoke to them. Look up the following references and fill in the missing words:

Mt 28:9 ----- be with you.

Mt 28:10 Do not be -----

Mt 28:20 And I will be with you ..... to the end of .....

Ask students to read the evangelists' account of the resurrection.

	<i>Reader 1</i>	<i>Reader 2</i>	<i>Reader 3</i>	<i>Reader 4</i>
Resurrection of Jesus	Mk 16:1-20	Mt 28:1-20	Lk 24: 1-48	Jn 20:1-29

After the readings discuss the following questions:

- What are the similarities in the gospel accounts of the resurrection?
- What are the differences in the gospel accounts of the resurrection?

Note on the chalkboard the students' answers to the following questions:

What did people find when they went to the tomb?	How were the apostles/disciples feeling before Jesus appeared to them?	What was the first reaction of those to whom Jesus appeared?	What effect did Jesus appearing to them have on the people involved?
<ul style="list-style-type: none"> <li>• empty</li> </ul>	<ul style="list-style-type: none"> <li>• upset</li> <li>• depressed</li> <li>• disappointed</li> </ul>	<ul style="list-style-type: none"> <li>• shock</li> <li>• disbelief</li> </ul>	<ul style="list-style-type: none"> <li>• transformation -joy, hope, mission.</li> <li>• resurrection</li> <li>• presence</li> </ul>

Read the story of the disciples on the road to Emmaus Luke 24: 13-35 and highlight/ explain the following points:

- This took place on the Sunday following the crucifixion.
- Although Jesus was visibly present with them did not recognise him.
- They were downcast
- They had lost hope
- Although Jesus was visibly and verbally present with them did not recognise him.
- They shared the Eucharist
- They recognised the presence of Jesus
- Transformation

Take feedback from the students in discussing: What effect did meeting the risen Jesus have on the two disciples?

*Written Assignment:* Give students time to complete the assignment: Imagine you were one of the disciples on the road to Emmaus. Write a letter to a friend describing the incident and the effect it had on you.

*Resources which teachers have suggested include:*

A Time to Live New Christian Way Series 3 Veritas, pages 98-101, 222-225, 232-233, and 284-286.  
 All About Faith 1 Gill and Macmillan Series, pages 99-100, 102-103, 108-123, and 127-130.  
 Community of Faith Book 1 - Veritas Chapter 4  
 Love One Another New Christian Way Series 1, Veritas, pages 108-114, 128-132, and 134-153.  
 Show Us The Way New Christian Way Series 2 Veritas, pages 146-147, 171-195 and 203-204.  
 Teach Me Your Ways, The Light of the World Series 1 – Gill and Macmillan, Chapters 24-25.  
 The Christian Way Book One Teachers Guide and Resource Material – Veritas

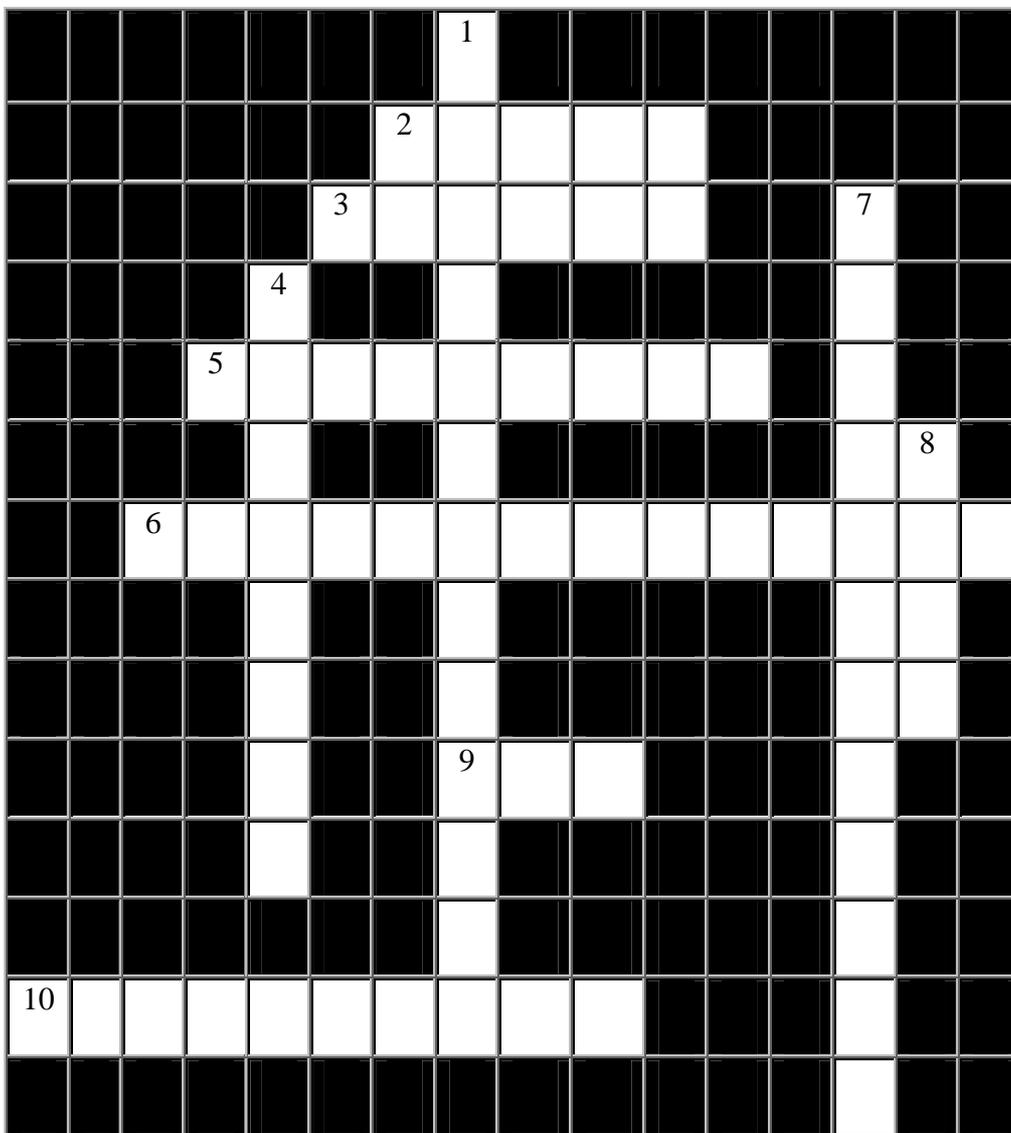
*Student Work: PEOPLE IN PALESTINE AT THE TIME OF JESUS*

Match the names of the following religious and political leaders/groups in Palestine at the time of Jesus with the descriptions given below.

*Sadducees, Pharisees, Pontius Pilate, Romans, High Priest, Scribes, Great Sanhedrin*

	Palestine forms part of our mighty empire. We appoint men to rule the different parts of this country.
	We belong to the priestly families of Jerusalem and are very wealthy and powerful. Power is very important to us and we try to hold onto it by obeying the Romans and not causing any trouble. We only believe in the first five books of the Hebrew scriptures – we do not believe in the later writings of the Hebrew scriptures. Nor do we believe in the idea of resurrection after death.
	I am the president of the Great Sanhedrin.
	As governor of Samaria and Judea, I have one main aim: to keep these regions firmly under Roman control. I do this by: <ul style="list-style-type: none"> <li>• executing anyone who might cause trouble for the Romans</li> <li>• getting the help of the Great Sanhedrin to rule Judea.</li> </ul>
	We are laymen, not priests. For us, the most important thing is the Law of God. We have drawn up thousands of tiny rules about how to keep the Law properly. We believe that anyone who does not follow these rules about the right way to keep the Sabbath, wash, pray and so on, is a sinner. We accept both the first five books of the Hebrew scriptures, and the later writings.
	We study the Law and judge those who break it. Many, but, not all of us are Pharisees.
	We form the ruling council of the Jews. The Romans allow us to: <ul style="list-style-type: none"> <li>• make laws</li> <li>• use our own police force or temple guards to keep order</li> <li>• to punish those who break the laws of the Jewish religion.</li> </ul> However, we are not allowed to sentence anyone to death. Our council has seventy members and a president. Members fall into two main groups: Pharisees and Sadducees. At the time of Jesus most of our members were Sadducees.

Student Work: CROSSWORD ON RELIGIOUS AND POLITICAL AUTHORITIES IN PALESTINE.



**Down:**

- 1. Name the emperor who ruled Samaria and Judea at the time of Jesus.
- 4. The Sadducees were members of powerful and wealthy P\_\_\_\_\_ families.
- 7. The Sadducees did not believe in the idea of \_\_ S \_\_\_\_\_ from the dead.
- 8. How many books of the Hebrew Scriptures did the Sadducees accept?

**Across:**

- 2. Name the empire, which ruled Palestine at the time of Jesus.
- 3. What did the Pharisees call anyone who broke their religious laws.
- 5. What was the leader of the Great Sanhedrin called?
- 6. Name the ruling council of the Jews, which helped the Roman Governor rule Judea.
- 9. What was the most important thing in the lives of the Pharisees?
- 10. Usually the position of leader of the Great Sanhedrin was filled by the H \_\_\_ P \_\_\_\_\_

## Student Work: PASSOVER MEAL / LAST SUPPER

### Outline of a Passover Meal:

### The Last Supper:

#### Part 1 Entrance Rite

- The host blesses the feast and the first cup of wine.
  - Washing of hands.
  - Food is set in place: wild herbs, sauce, unleavened bread, lamb.
  - Eating of bitter herbs.
- Jesus sends Peter and John to prepare a room (Luke 22: 1-13).
  - Jesus takes his place as host and speaks with the apostles of his desire to eat the Passover before he suffered (Luke 22: 14-16).
  - Drinking the first cup of wine (Luke 22: 17-18).
  - Bitter herbs are passed as Jesus says: "One of you is about to betray me" (Luke 22:21-23).
  - Jesus washes the apostles' feet as a sign of love and service (John3:19).

#### Part 2 Pre-Meal

- The youngest asks: Why?
  - The host explains the meaning of the meal in Prayer of Thanksgiving.
  - Sing Psalm 112/113
  - Drink the second cup of wine.
- Jesus instructs the apostles to love one another (John 13:34-35).
  - Peter questions Jesus: "Why can't I follow you?" Jesus explains how Peter will deny him three times (John 13:36-38).
  - Jesus promises to send the Holy Spirit (John 14: 1-27).
  - Jesus Prays for his disciples (John 16:32; 17:21).

#### Part 3 Passover Meal

- Washing of hands.
  - Take bread and eat with sauce.
  - Pour third cup of wine.
  - Eat the lamb.
  - Sing Psalm 136.
- Jesus broke the bread and passed it to the apostles saying: "This is my body which is broken for you. Do this in remembrance of me" (1Cor I 1:24).
  - Jesus took the third cup of wine and said: "This cup is the New Covenant in my blood. Do this, when you drink it, in remembrance of me" (1Cor 11:25).
  - Preparing and passing the Passover lamb. Jesus' self surrender to death occurred as the Passover lambs were being sacrificed in the temple. As St. Paul put it "Christ our Passover lamb has been sacrificed." (1Cor. 5:7)

#### Part 4 Conclusion

- Sing Psalms 114-118.
  - Drink the departure cup of wine.
- "After singing songs of praise they walked out to the Mount of Olives." (Mark 14:26; Matthew 26:30)

#### Assignment:

- 1 In what ways was the Last Supper similar to the traditional Passover Meal?
2. In what ways did the Last Supper differ from the traditional Passover Meal?
3. What do these similarities and differences reveal about the significance of the Last Supper?