

# SPIRIT of TRUTH

PARISH EDITION



## Grade 4 Sample Session 21

Included here is one sample session from the 4th grade *Spirit of Truth, Parish Edition* catechist's guide, followed by the corresponding pages from the 4th grade student workbook.

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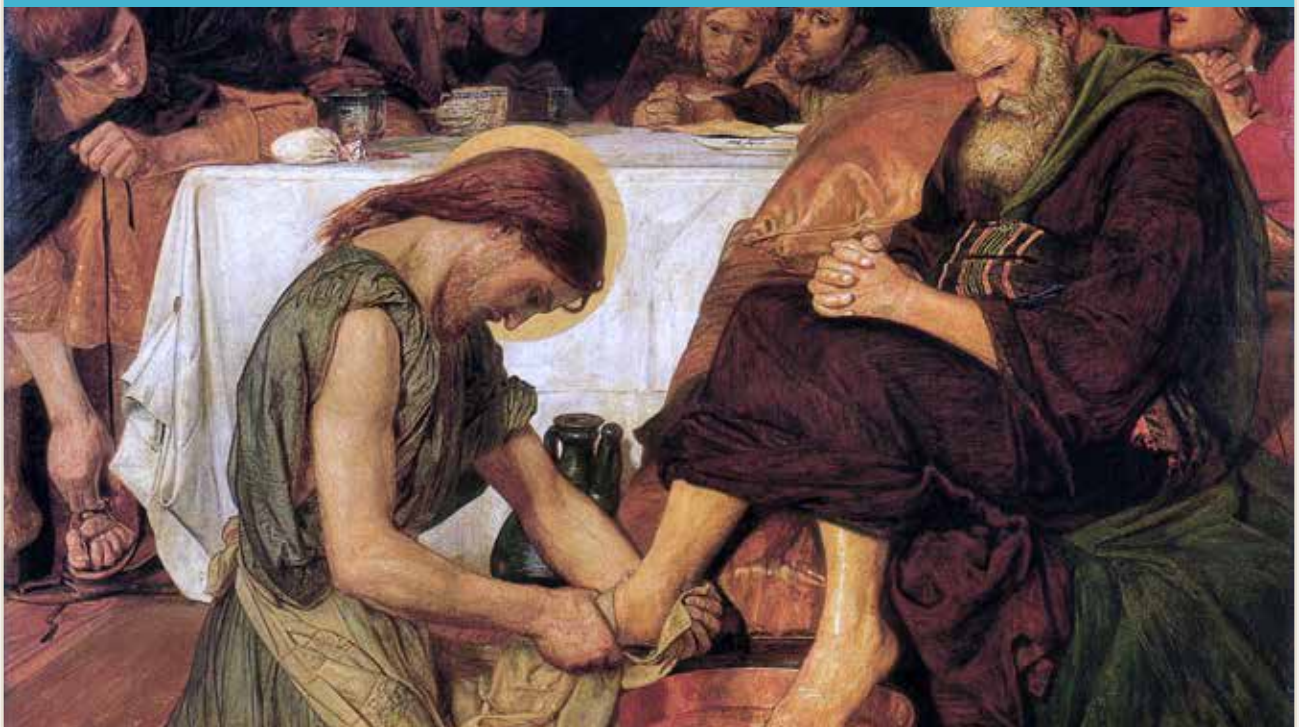


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## SESSION 21

# The Corporal and Spiritual Works of Mercy



### What students will learn:

- › Jesus gives us a model for living the Corporal and Spiritual Works of Mercy.
- › Works of Mercy are concrete ways in which we can live out our Faith.
- › As Catholics, we are called to be Christ in the world and build His Kingdom through our actions.

### What students will do:

- › Look at sacred art.
- › Listen to sacred Scripture.
- › Read a story about someone in need.
- › Brainstorm ways to live out the Corporal and Spiritual Works of Mercy in their own lives.

# Session at a Glance



## Workbook pages your students will complete:

- › *Jesus Washing Peter's Feet* (page 112)
- › Jesus Washing Peter's Feet Discussion Questions (page 113)
- › Foot Washing (page 114)
- › Hunter's Story—"Coming Home" (page 115)
- › The Corporal and Spiritual Works of Mercy (page 117)



## Vocabulary your students will learn:

- › **Corporal:** Relating to the body.
- › **Spiritual:** Relating to the soul.



## Prayer for this session:

Our Father, who art in Heaven,  
hallowed be thy name;  
thy kingdom come;  
thy will be done on earth as it is in  
Heaven.  
Give us this day our daily bread;

and forgive us our trespasses  
as we forgive those who trespass  
against us;  
and lead us not into temptation,  
but deliver us from evil. Amen.

# Session Plan

Choose from a warm-up and activities.

## Warm-Up

- A. Begin with the prayer for this session.
- B. Have students turn to the painting on **Jesus Washing Peter's Feet (page 112)**. Give students several minutes to quietly view the art before you say or ask anything.
- C. Once several minutes have passed, ask:
  - ▶ What do you first notice about this work of art?
  - ▶ What do you like about this work of art?
  - ▶ How does this work of art make you feel?
  - ▶ How do the colors in the work of art draw your eye?
  - ▶ What is happening in this picture?
  - ▶ Give students a little background on the practice of foot washing; for example:
    - In ancient times, having your guests' feet washed was a way to show them honor.
    - Foot washing was commonly practiced in desert climates, where sandals were the usual footwear.
    - In these climates water was rare and precious, yet gracious hosts offered it to their guests.
    - The lowest servant in the household was expected to wash the feet of guests.
  - ▶ Does this new information lead you to any new insights about the painting?

Jesus Washing Peter's Feet  
BY FORD MADDOX BROWN (1856)



City of Manchester Art Galleries, Manchester, UK.

112

### Jesus Washing Peter's Feet Discussion Questions



Jesus Washing Peter's Feet, by Ford Madox Brown (1859)

**Directions:** Take some time to quietly view and reflect on the art. Let yourself be inspired in any way that happens naturally. Then think about the questions below, and discuss them with your classmates.

#### Conversation Questions

1. Who is the man kneeling?
2. What is He doing?
3. Who is the man whose feet are being washed?
4. Who are the people in the background? Where does this scene take place?
5. What event in the Bible does this painting show us?
6. Why is Peter kneeling?
7. How does Jesus feel?
8. Jesus tells Peter to follow Him. Should we? In what sense? In what meanings?

### Foot Washing

**Directions:** Look at the image and answer the questions below.



1. Who is the man kneeling?  
\_\_\_\_\_
2. How does this image compare with the painting Jesus Washing Peter's Feet by Ford Madox Brown?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

114

## Activity 1

- A. Read aloud from Scripture how Jesus washed His disciples feet in **John 13:1-20**. When finished, ask your students how the painting on **Jesus Washing Peter's Feet** helps them understand the verses.
- B. Put students in small groups and ask them to turn to **Jesus Washing Peter's Feet Discussion Questions (page 113)**. Have them discuss the questions with each other.
- C. Then have students turn to the picture of Pope Francis on **Foot Washing (page 114)** and answer the questions. Ask students to compare this image with the Ford Madox Brown painting. As a class, discuss the following questions:
  - ▶ What is the Pope's role in the Church?
  - ▶ Why would he imitate Jesus this way?
  - ▶ Pope Francis is washing prisoners feet. Why do you think he would do this?

## Activity 2

- A. Explain to your students that from what something is, we can tell what we ought to do. For example, say: "A man is hungry. We ought to feed him," or "A child is being bullied. We ought to stand up for him."
- B. Call on a student to offer an original "is" statement, or offer one yourself, and then call on the next student to say the corresponding "ought" statement. Go around the room, alternating between "is" and "ought." If students struggle to come up with original statements, you could offer:
  - ▶ A man is drowning, and you have a life preserver./You ought to throw it to him.
  - ▶ A new student at your school is lonely./You ought to welcome him.
  - ▶ A friend is struggling in math, and you are good at math./You ought to help him.
  - ▶ A man is dying of thirst./You ought to give him water.
  - ▶ An elderly person is walking onto a crowded bus./You ought to give that person your seat.
  - ▶ A friend is sick in the hospital./You ought to visit and cheer up your friend.

- C. When it becomes your turn, make the statement: “You are created in God’s image and likeness.”
- D. The class’s response should be something to the effect of, “We ought to live like God wants us to live.”
- E. Ask students to volunteer some things they know about how Jesus lived. Accept reasoned answers that evidence Jesus’ self-giving love and sacrifice on the Cross for our salvation. Lead students to the conclusion that, in addition to suffering death, Jesus gave us many concrete examples of how to show love to one another.
- F. Have students read **Hunter’s Story – “Coming Home”** (page 115) and answer the questions.
- G. Invite students to share their responses to questions 2 and 3. As they do so, record the answers in two columns on the board: “Needs” and “How someone could answer those needs.”
- H. Ask students to connect the needs from the first column with the concrete acts in the second column (e.g., the need for shelter; building materials).
- I. Transition the conversation toward why we act charitably. Encourage students to connect this activity to Jesus’ teachings: the greatest commandment, to love one another as He has loved us.

### Hunter’s Story—“Coming Home”

Directions: Read the passage and answer the questions that follow.



Hurricane Katrina struck Biloxi, Mississippi on Monday, August 29, 2005. Before it hit, our family decided to pack up some things and leave to stay with relatives away from the coast. When we left our house, the water was already covering the street. We didn’t think the water would rise any higher – it hadn’t ever in history. We were wrong.

After the storm, my mom and dad and I returned home to the back bay in Biloxi. As we drove down the streets, we saw houses pulled off their foundations and

fishing boats sitting in trees. I heard that my school downtown had been flooded with over 17 feet of water and would not be able to reopen. As we pulled into our neighborhood, my house looked almost perfect. A window had blown out in the front. Had we been spared the worst?

I hopped out of our Jeep, my dog, JP, trailing close behind me. We walked through our yard to get out of the hot sun. As I opened the door to our home, it was clear that my life had changed forever. During the storm, several feet

115

116

### Activity 3

**The Corporal and Spiritual Works of Mercy**

**Directions:** Read the Works of Mercy, asking your teacher to explain any words you don't know. Then give an example of how you can live out that Work of Mercy in your own life.

The Corporal Works of Mercy are:	How I can live out this Corporal Work of Mercy:
› Feed the hungry.	_____
› Give drink to the thirsty.	_____
› Clothe the naked.	_____
› Shelter the homeless.	_____
› Visit the sick.	_____
› Visit the imprisoned.	_____
› Bury the dead.	_____

118

117

- A. Referring back to “Hunter’s Story,” ask your students whether they think there was anything mysterious about determining what Hunter needed and how someone could meet those needs. Students should respond that it was not a difficult process.
- B. Refer back to our consciences and how God has written His law on our hearts. If we listen to God’s voice in quiet and stillness, He will help us live out His mercy and love each other as He has loved us.
- C. Have students complete **The Corporal and Spiritual Works of Mercy (page 117)**. Try to have them give concrete examples of how they can live out the Works of Mercy in their own lives. (E.g., Feed the Hungry; Volunteer once a month at the soup kitchen or bring an extra lunch for my friend whose family is having financial trouble.) They should then pair up and discuss their responses.

- D. Call on a few students to share their responses with the class.
- E. Ask again if there are any of the Works of Mercy that are mysterious or hard to figure out? Aren’t these all what we would want someone to do for us if we needed them to?
- F. Write on the board the Golden Rule that Jesus gives us in Matthew 7:12: “Do to others whatever you would have them do to you. This is the law and the prophets.”
- G. Connect Jesus’ teaching to the Works of Mercy, reminding students that the Church believes these works to be essential to the Christian life



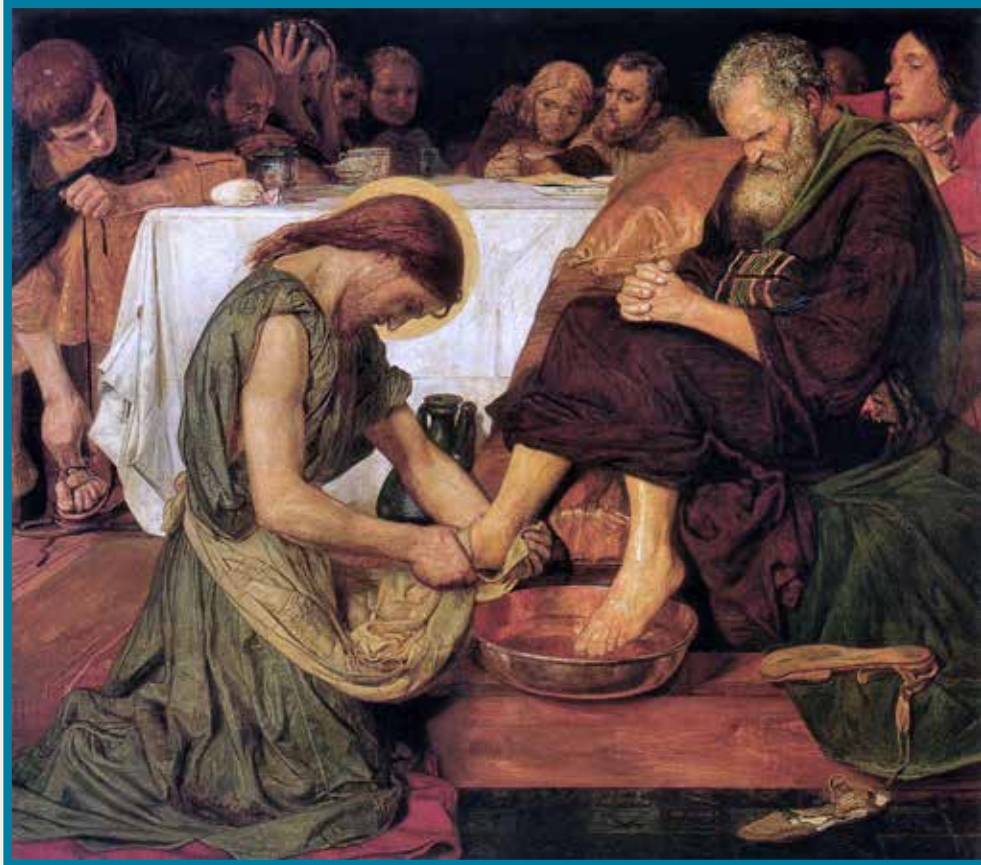
### Get Ready for the Next Session

- Bring drawing paper and crayons, markers, and/or colored pencils.
- Review the upcoming session.



## *Jesus Washing Peter's Feet*

BY FORD MADDOX BROWN (1856)



City of Manchester Art Galleries, Manchester, UK.

112



## Answer Key

1. Jesus Christ
2. Washing the feet of a man.
3. St. Peter
4. The Apostles in the Upper Room at the Last Supper.
5. Jesus washing the Apostles' feet on Holy Thursday.
6. Because he knows that Jesus is God the Son; only lowly servants were expected to wash feet.
7. Unless Peter is washed by Jesus, Peter will not go to Heaven.
8. He gives an example of leading through serving, humility, unconditional love, and mercy. Accept additional reasoned answers.
9. These words remind us how Jesus cleanses our souls of sin. Students may make connections to the Sacraments of Baptism and Confession and the use of holy water and sacred chrism.

### Jesus Washing Peter's Feet Discussion Questions



*Jesus Washing Peter's Feet*, by Ford Madox Brown (1856)

**Directions:** Take some time to quietly view and reflect on the art. Let yourself be inspired in any way that happens naturally. Then think about the questions below, and discuss them with your classmates.

#### Conversation Questions

1. Who is the man kneeling?
2. What is He doing?
3. Who is the man whose feet are being washed?
4. Who are the people in the background? Where does this scene take place?
5. What event in the Bible does this painting show us?
6. Why is Peter surprised that Jesus would wash his feet?
7. How does Jesus respond to Peter's surprise?
8. Jesus tells the Apostles that by washing their feet, He is giving them an example to follow. What is this an example of?
9. Should we understand the words *wash* and *clean* in these verses in a strictly literal sense? In other words, might they mean something else in addition to their ordinary meanings? How does Jesus "wash" us? How does He make us "clean"?

## Answer Key

1. Pope Francis
2. Accept reasoned answers.

### Foot Washing

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**Directions:** Look at the image and answer the questions below.



1. Who is the man kneeling?

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2. How does this image compare with the painting *Jesus Washing Peter's Feet* by Ford Madox Brown?

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## Hunter's Story — “Coming Home”

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**Directions:** Read the passage and answer the questions that follow.



**H**urricane Katrina struck Biloxi, Mississippi on Monday, August 29, 2005. Before it hit, our family decided to pack up some things and leave to stay with relatives away from the coast. When we left our house, the water was already covering the street. We didn't think the water would rise any higher – it hadn't ever in history. We were wrong.

After the storm, my mom and dad and I returned home to the back bay in Biloxi. As we drove down the streets, we saw houses pulled off their foundations and

fishing boats sitting in trees. I heard that my school downtown had been flooded with over 17 feet of water and would not be able to reopen. As we pulled into our neighborhood, my house looked almost perfect. A window had blown out in the front. Had we been spared the worst?

I hopped out of our Jeep, my dog, JP, trailing close behind me. We walked through our yard to get out of the hot sun. As I opened the door to our home, it was clear that my life had changed forever. During the storm, several feet

## Answer Key

1. Hunter's home was destroyed by the hurricane, and he lost everything.
2. Hunter needs shelter, clothing, food, and drink.
3. Students might offer: a refugee center, a soup kitchen, or a food bank. Or people might donate food, clothing, money, and their own service to support agencies or provide direct assistance.

of muddy water had filled the entire house, destroying nearly everything. As the water left the house, it dragged all our clothes, photographs, and furniture out with it. We found some things in our backyard or at the bottom of the canal that ran behind our house. The items were too broken to be worth saving. Most of our things were lost forever.

In the weeks that followed, we worked from sunup to sundown in extreme heat emptying our house of the muck and debris. For about two weeks, there was

no electricity, and it was even longer before we had running water. The government made everyone live under a curfew because without lights on the streets – and with most streets filled with wrecked homes and businesses – it was too dangerous to drive anywhere.

Wallowing in pity was not an option. You have to want to help yourself get back up. I didn't have time to think about anything else. Life moved pretty fast after that.

1. What happened to Hunter's home?

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2. What does Hunter need?

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3. How could someone answer those needs?

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## The Corporal and Spiritual Works of Mercy

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**Directions:** Read the Works of Mercy, asking your teacher to explain any words you don't know. Then give an example of how you can live out that Work of Mercy in your own life.

<b>The Corporal Works of Mercy are:</b>	<b>How I can live out this Corporal Work of Mercy:</b>
▶ Feed the hungry.	_____ _____
▶ Give drink to the thirsty.	_____ _____
▶ Clothe the naked.	_____ _____
▶ Shelter the homeless.	_____ _____
▶ Visit the sick.	_____ _____
▶ Visit the imprisoned.	_____ _____
▶ Bury the dead.	_____ _____

The Spiritual Works of Mercy are:	How I can live out this Spiritual Work of Mercy:
› Instruct the ignorant.	_____ _____
› Counsel the doubtful.	_____ _____
› Admonish the sinner.	_____ _____
› Bear wrongs patiently.	_____ _____
› Forgive offenses willingly.	_____ _____
› Comfort the afflicted.	_____ _____
› Pray for the living and the dead.	_____ _____

The Works of Mercy are not optional but are absolutely essential to living the Christian life of holiness and goodness.

CCC 2447

*Accept reasoned answers*







# Grade 4 Student Workbook Sample Pages

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# *Jesus Washing Peter's Feet*

BY FORD MADDOX BROWN (1856)



City of Manchester Art Galleries, Manchester, UK.

# Jesus Washing Peter's Feet

## Discussion Questions



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# The Corporal and Spiritual Works of Mercy

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▶ Visit the sick.	_____ _____
▶ Visit the imprisoned.	_____ _____
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The Spiritual Works of Mercy are:	How I can live out this Spiritual Work of Mercy:
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<ul style="list-style-type: none"> <li>➤ Counsel the doubtful.</li> </ul>	<hr/> <hr/>
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CCC 2447