

Archdiocese of Philadelphia - Vocation Awareness Week Unit Plan

Title of unit: Vocation Week

Grade level: Seventh Grade

Approximate time needed for unit completion: 1 week

Proposed Start Date: Monday of Vocation Awareness Week

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DESIRED RESULTS

Established Goals/Content Standards:

- I can recognize and appreciate the Holy Father as the highest form of Religious vocation.

Enduring Understandings:

Overarching: I can dramatize the events to securing the position of Pope.

Topical: I can appreciate the tradition of the Holy Spirit selecting a Pope.

Essential Questions:

- I can use reference materials to find Pope like qualities in today's United States Cardinals.
- I can recognize the levels of priestly Religious in our faith and ultimately recognize the Pope as His Holiness.
- I can retell the traditions in the election of a Pope through the solemn tradition of the Conclave.

Unit Questions:

- I can believe how God's will is present in the selection of a Pope by dramatization.

Student Objectives/Learning Activity Outcomes/I can...

Lesson One:

- I can identify the hierarchy of our Catholic Religious and apply it to my own life.
- I can identify the role and vocation description for the Religious hierarchy.

Lesson Two and Three:

- I can choose a Catholic Cardinal to investigate and present to our classroom "College of Cardinals".
- I can translate my findings to assess my Cardinal's worthiness to become our classroom "Pope".

Lesson Four:

- I can sequence the steps of the Conclave in the election of the Pope
- I can appreciate the presence of the Holy Spirit at the Conclave

Lesson Five:

- I can demonstrate knowledge of the Conclave through interaction
- I can make an informed decision based on background knowledge and prayer.

ASSESSMENT EVIDENCE

Performance Tasks: Students will be able to feel the hand of God in the Election of the Pope through Conclave interaction. Students will be able to use specific lessons and gained knowledge to dramatize the Conclave experience.

Other Evidence: Teacher can use daily exit cards to have students answer a lesson specific objective to monitor daily understanding. Student can give a specific question to answer or have the students write an item learned in the lesson. Teacher should review exit cards before the next class.

MATERIALS and RESOURCES

Lesson One:

- Classroom Board, Teacher background, student copybooks (if desired)
- A list of current cardinals and their regions can be found here (https://en.wikipedia.org/wiki/List_of_current_cardinals)
- Pictures printed at end of this unit.

Lesson Two and Three:

- 11 x 17 Construction paper (or similar), markers, arts and crafts supplies as necessary.
- List of American Cardinals presented at the end of this unit
- Research materials such as iPads and Computers
- Poster directions at the end of this unit
- For teacher reference: <https://www.catholic.com/ga/what-are-the-criteria-for-a-pope-in-choosing-his-new-name>

Lesson Four:

- For teacher reference: <https://www.catholicregister.org/home/international/item/15974-conclave-not-just-an-election-its-a-liturgy>
- For teacher reference: <https://www.britannica.com/topic/conclave>
- For teacher reference: <http://www.usccb.org/about/leadership/holy-see/francis/how-is-a-new-pope-chosen.cfm>
- For teacher reference: <https://www.franciscanmedia.org/papal-conclave-ga/>
- Sistine Chapel overview http://www.vatican.va/various/cappelle/sistina_vr/index.html

Lesson Five:

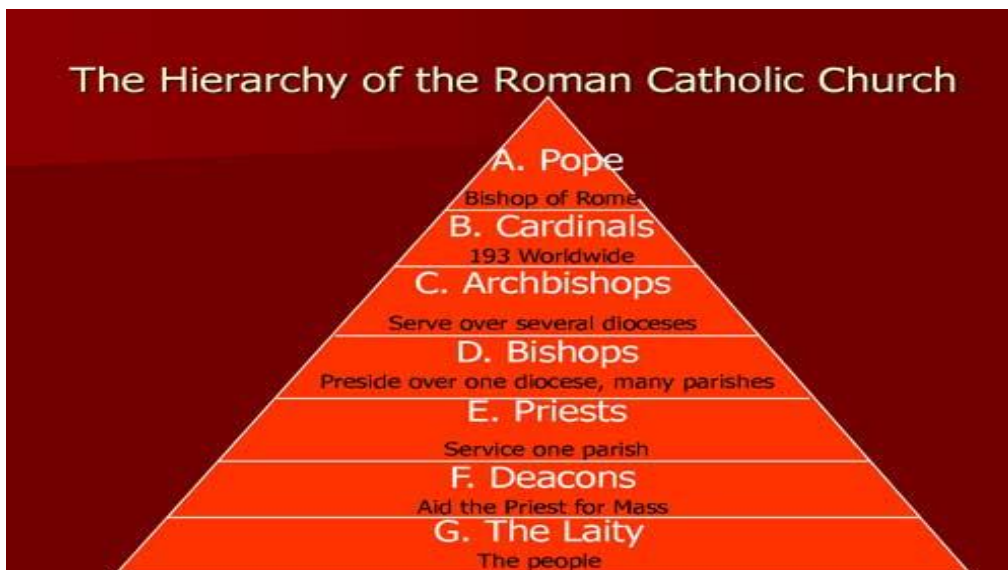
- Robes for students (optional)
- Plate and vase for vote placement
- Needle and thread for vote counting
- Conclave directions <https://www.fisheaters.com/papalelections.html>

LEARNING PLAN

Lesson One:

Date Completed: _____

- Start the lesson asking the students to recall the definition of a Vocation. Using student discussion, the class to place a solid definition on the board that your students can use as reference throughout the week.
- Question the students to identify the four types of religious vocation: Religious life, Priesthood, married life and single life.
- Explain to the students that this week we will focus on the Priesthood and the steps to become the highest living priest, Bishop of Rome.
- Place a triangle on the Board, similar to the one in the picture below. As a class, fill in the tiers by student questioning. Allow the students to fill in the tiers on the board if you wish. The teacher may need to start the base with Laity. Be prepared to explain the differences between the different levels.



- At each level have students place the name of the religious that serve them at that level.
- Questions may arise from the students as to where a Monsignor appears on the chart. Explain to the students that a Monsignor title is given by the Pope to a priest at the recommendation of the Bishop for acknowledging outstanding work in a project that goes above and beyond their position. A Monsignor would fall on the line of Priest.
- As the class is completing this pyramid, teacher should consider placing the names of the current people in this position for your local school/parish. This will help the students connect themselves to the office of the Pope, Bishop of Rome.
- This information may be useful over the course of the week. Consider having the students record it in their copybooks or note taking devices.
- Print out the photos that are at the end of this unit plan. It contains photos of men in their respective positions, have the students place them on the correct spots on the pyramid. Consider using your own parish priest's photo to make a connection.

- Explain to the students that this week we will explore and research the United States Cardinals then we will prepare to learn the steps to being chosen by God as Pope.
- Consider exit card assessment on today's topic. See assessment above.
- If time allows and the resource is available, consider inviting a parish priest in to answer questions about their role in their vocation.

Lesson Two and Three

Date Completed: _____

- Explain to the students that we are working toward holding a mock Conclave on Friday to elect a Pope. The best way to study this process is to be active in the process. In order to do this we will need to learn information about the candidates who could succeed the Pope if the Holy Spirit guides as such. (Note: The only qualifications to becoming Pope included an 18 year old Baptized male. Priesthood is not a requirement – this has since changed)
- To demonstrate a conclave, there is the option of showing the conclave portion of *The Two Popes* from Netflix
- The students will have two days to create the next assignment. They are to work in small groups (2 or 3) to research a United States Cardinal. They are to present their findings to the class in the form of a poster with specific requirements. There is an outline of this poster at the end of this unit. Encourage students to be creative and spend great time in preparing their presentation.
- After completing instructions, allow students time to work independently for the remaining of the period.
- You may want to explain the history to why the Pope changes his name. See Materials & Resources for website.
 - Start with the importance of a name – Baptism, Confirmation...
- The next day, allow students once again to finish their research and posters.
- Encourage students to complete with 15 minutes left in class.
- In the final 15 minutes, allow students to present their Cardinals to their classmates. Hang all posters in hall or in classroom for the remainder of the week.
- Consider exit card assessment on today's topic. See assessment above.

Lesson Four:

Date Completed: _____

- If students did not have time to present cardinals yesterday, begin class with this activity today.
- Start the lesson by explaining the origin of the Conclave to your students. See Materials & Resources for website.
- Explain to the students that the Conclave is not a political election; it is an act of God. See Materials & Resources for website.
- Watch the following video with a brief overview of the Conclave
<https://www.cnn.com/videos/world/2013/03/08/dnt-inside-conclave.cnn> The video is in The Vote Link
- Go through the steps of electing a Pope. See Materials & Resources for website.

- Following the video and the interactive, have students work in pairs to write a timeline of the events of the Conclave. After a few moments, regroup the students together and review the sequencing. If your students need a word bank, consider creating one and placing it on the board.
- If time allows take a 3D virtual tour of the Sistine Chapel, Opt for the audio tour guide. This is a very good site and worth the time to view http://www.vatican.va/various/cappelle/sistina_vr/index.html **(REQUIRES ADOBE FLASH PLAYER!)**
- Consider exit card assessment on today’s topic. See assessment above.
- Consider asking student to bring in old Confirmation Robes to wear to the Conclave tomorrow

Lesson Five:

Date Completed: _____

- The Big Day has arrived! Today you will host your Conclave. Consider using another room in the school such as a Library. Materials needed are listed in the material section.
- A few preparations need to be made ahead of time. These include; a location with seating, table for the voting with the case and plate. Three seats by alter for witnesses to be seated at to confirm the authenticity of the vote, printing of the cards the students will cast their votes on.
- Before leaving for the Conclave, instruct the students for our mock Conclave that we will only vote on our Cardinals that we studied. Also instruct them that the sanctuary of the Conclave is complete silence in the “Sistine Chapel”
- In Silence, head to the Sistine Chapel.
- Directions on how to conduct your mock Conclave can be found at <https://www.fisheaters.com/papalelections.html> obviously, we will not be able to conduct smoke but consider waving a white or black flag.
- Enjoy this moment with your class. It is a good time. Consider taking pictures.
- Consider exit card assessment on today’s topic. See assessment above.

PROFESSIONAL DEVELOPMENT REFLECTION

In this section, teacher should write notes in response to the unit. Things to highlight would be what worked for your class and what did not work. If you would like to do something different for the following year, make note of it here.



Pope Francis



Archbishop Nelson Pérez



Cardinals



Deacon (A Deacon wears his stole across his body)



Priest



Bishop John McIntyre

United States Cardinals

As of November 2021, there are 15 US Cardinals.

- **Cardinal Wilton Daniel Gregory** (74 years of age)
 - Cardinal-Priest of Immacolata Concezione di Maria a Grottarossa and Metropolitan Archbishop of Washington (USA)
- **Cardinal Blase Joseph Cupich** (72 years of age)
 - Cardinal-Priest of S. Bartolomeo all'Isola and Metropolitan Archbishop of Chicago (USA)
- **Cardinal Kevin Joseph Farrell** (74 years of age)
 - Cardinal-Deacon of S. Giuliano Martire, Prefect of Dicastery for Laity, Family and Life, Chamberlain of the Holy Roman Church of Apostolic Camera, President of Commission for Confidential Matters and Bishop emeritus of Dallas (USA)
- **Cardinal Joseph William Tobin, C.S.S.R.** (69 years of age)
 - Cardinal-Priest of S. Maria delle Grazie a Via Trionfale, Metropolitan Archbishop of Newark (USA), Ecclesiastical Superior of Turks and Caicos Islands (Turks and Caicos Islands) and Member of Council for the Economy
- **Cardinal James Michael Harvey** (72 years of age)
 - Cardinal-Deacon of S. Pio V a Villa Carpegna and Archpriest of Papal Basilica of St. Paul Outside-the-Walls
- **Cardinal Timothy Michael Dolan** (71 years of age)
 - Cardinal-Priest of Nostra Signora di Guadalupe a Monte Mario and Metropolitan Archbishop of New York (USA)
- **Cardinal Edwin Frederick O'Brien** (82 years of age)
 - Cardinal-Deacon of S. Sebastiano al Palatino, Metropolitan Archbishop emeritus of Baltimore (USA) and Grand Master emeritus of Equestrian Order of the Holy Sepulchre of Jerusalem
- **Cardinal Raymond Leo Burke** (73 years of age)
 - Cardinal-Priest of S. Agata de' Goti pro hac vice Title, Patron of Sovereign Military Hospitaller Order of Saint John of Jerusalem of Rhodes and of Malta and Metropolitan Archbishop emeritus of Saint Louis (USA)
- **Cardinal Donald William Wuerl** (81 years of age)
 - Cardinal-Priest of S. Pietro in Vincoli and Metropolitan Archbishop emeritus of Washington (USA)
- **Cardinal Daniel Nicholas DiNardo** (72 years of age)
 - Cardinal-Priest of S. Eusebio and Metropolitan Archbishop of Galveston–Houston (USA)
- **Cardinal Seán Patrick O'Malley, O.F.M. Cap.** (77 years of age)
 - Cardinal-Priest of S. Maria della Vittoria, Metropolitan Archbishop of Boston (USA), President of Pontifical Commission for the Protection of Minors and Member of Council of Cardinals to assist in the governance of the Universal Church and to reform the Roman Curia
- **Cardinal Justin Francis Rigali** (86 years of age)
 - Cardinal-Priest of S. Prisca and Metropolitan Archbishop emeritus of Philadelphia (USA)

- **Cardinal James Francis Stafford** (89 years of age)
 - Cardinal-Priest of S. Pietro in Montorio, Metropolitan Archbishop emeritus of Denver (USA) and Major Penitentiary emeritus of Apostolic Penitentiary
- **Cardinal Adam Joseph Maida** (91 years of age)
 - Cardinal-Priest of Ss. Vitale, Valeria, Gervasio e Protasio, Metropolitan Archbishop emeritus of Detroit (USA) and Ecclesiastical Superior emeritus of Cayman Islands (Cayman Islands)
- **Cardinal Roger Michael Mahony** (85 years of age)
 - Cardinal-Priest of Ss. Quattro Coronati, Metropolitan Archbishop emeritus of Los Angeles (USA) and former Member of Council of Cardinals for the Study of Organisational and Economic Problems of the Apostolic See

<http://www.gcatholic.org/hierarchy/country/US-cardinals.htm>

Place the Name of the Cardinal in this Box.
Make sure it is large enough to be seen by your classmates.

In this section, Bullet point 8 -10 facts on the Cardinal.

In this section answer this question:

If my Cardinal is elected Pope, I believe he will choose the name

_____ because _____.

In this section, place a photo of the Cardinal