

Monasticism

Session 1

High School Level Ages 13-17 (45-50 minutes)



Theme: Who: Monastics

Identify monastics

Sub-Theme: Monastics are those chosen by God to live a life of prayer, work and community.

God calls all of us to serve others. Some of us are called to pray and serve in a special setting. As monasteries are vital and important centers of prayer and service to others, we find people who have chosen to live this life, in closer communion with God.

Note: Teachers will need to look over the materials and become familiar with them.

Objectives:

By the end of this session students should be able to:

- Identify a monastic and his or her role in the Church
- Define a monk as being a man or woman called to live a Christian life in a special way of prayer, community and service to others
- Recognize the attributes of monastics as the foundations of Orthodox Christianity
- Write a reaction paragraph about monastics

Materials:

- KWL Chart (attached)
 - This is a reading strategy used to anticipate about a subject, before reading and/or studying it. Students will use this to set their motivation for reading (also known as anticipatory set). The first 2 columns are labeled KNOW and WANT TO KNOW. These stand for what a student may already know about the subject, and what they would like to know about it. The teacher will have students fill in these first 2 columns about what they know and would like to know about monks and monasteries. Then, as they research and study about them, they may fill in the third column, LEARNED, with what they have learned about monks and monasteries.
- Chart paper (optional)
- Information handouts (attached)
- Worksheets (attached)
- Markers
- Pencils
- Scissors
- Tape
- Lined paper
- Journals

Resources:

- "Mount Athos," pp. 32-33, *Katie Visits a Monastery*, Seattle, St. Nectarios Press.
- Monk of St. Tikhon's Monastery, ed. *These Truths We Hold*. South Canaan, PA. St. Tikhon's Seminary Press, 1986.
- Video: *St. Tikhon's Monastery, America's Holy Mountain*, Grisha Pictures, 3224 Trinity Road, Harrisburg, PA 17109 (DVD/VHS, \$24.00 including shipping)

- Video: *Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration*, Greg, Lisa Uhrin, (\$20.00 plus S+H). Holy Transfiguration Monastery, 321 Monastery Lane, Ellwood City, PA 16117
- Orthodox Monasteries of North America (<http://omna.malf.net>)
- Monastery web site of choice, section on history and mission

****Teacher Background Reading:**

"History and Mission of St. Tikhon's Monastery"

(<http://stots.edu/history1.html>)

"Monastic Activities," pp. 17-19, *Life Transfigured, A Journal of Orthodox Nuns*, Vol. 35, #3, Nativity, 2003, Orthodox Monastery of the Transfiguration, 321 Monastery Lane, Ellwood City, PA 16117

Metropolitan Anastassy, *In Defence of Monasticism*, pp 32-37, illustrations of monasteries, throughout text, Jordanville, NY, Holy Trinity Monastery, 1989.

The Monks of New Skete, *In the Spirit of Happiness*, \$14.95 Monastery of New Skete (www.newskete.com)

Procedure:

1. Opening Prayer (Sung/recited together) 1 minute

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

O Heavenly King, the Comforter, the Spirit of Truth, who art everywhere and fillest all things. Treasury of Blessings, and Giver of Life: Come and abide in us, and cleanse us from every impurity, and save our souls, O Good One.

2. Discussion Starter-Bridge: (5 minutes)

Begin by asking the following: *Who can tell me about monks or nuns?* (Answers should reflect any prior knowledge of monastics.) Point to KWL Chart. Say: *We are going to make a list of things we know about monks. Let's begin.* Have students list what they know about monastics in the first column, labeled, **Know**. This stands for what students know about monks and monasteries. Then have students list questions they would like to ask about the subject. Say: *What have you always wondered about monks and nuns?* As students think of questions, have another student write them down. Point out that their questions should begin with: **Who? What? Where? When? Why? How?** You may use this as an ongoing record when answers are given. Answers later given should recall the research and discussion of who monastics are, their purpose, how they look and why. Answers should recall: monastics are men and women who decide they must carry out their earthly spiritual journey in a special way, apart from the world, yet remembering the world by praying for others and for the world; different roles of Christians; how we all choose a path in life to follow in our spiritual and worldly lives, such as marriage, single life, careers, service to our parishes and other church institutions (charity, love and caring for others). Point to the reflections written on the chart paper. (Allow students to recall what they know, or ask what they would like to know.) Ask: *Do you think monasteries are important? Why?* Then, say: *Today we are going to learn about monks and nuns, as well as the places they live, called monasteries. Let's begin.*

3. Lesson Handouts (15 minutes)

The lesson handout and activities can be done in the *Cooperative Learning Style*. Each student will be designated a position/task and will execute it in an organized and "cooperative" manner, working together as a unit. As each person is assigned, they should set about a plan and work it to completion.

- One student places chart paper on table or tape to wall for discussion notes.
- One or two students get supplies (markers, pencils, paper to write information and sketch, etc.--See above, Materials).
- Students can take turns reading aloud sections of handouts and discussing each section, pictures and captions.

3. Activities: **Worksheet/Journal** (15 Minutes)

Materials:

- Worksheet
- Puzzles
- Pencils/pens
- Journals or white lined paper

Procedures:

1. Students will fill in the worksheet and word puzzles pertaining to monasticism handouts. They may all work in pairs, in cooperative style, or individually
2. Students may also keep a journal for reflection on what they have learned.

FlashPaper: *Journaling*

Journals: See Flashpaper

Materials:

- Sewn-in notebooks or white lined paper
- Chart paper and markers, if students choose to write on a chart and display
- Pencils, markers,
- Worksheet for guidance

Procedures:

- Students may choose to journal answers to the questions above
- Can also write on chart paper
 - Students may choose to make display on wall and also at Coffee Hour

4. **Wrap-Up** (1-2 minutes)

As students are cleaning up and preparing for closing prayer, ask the following: (Have chart/butcher paper or KWL chart tacked to a wall or bulletin board and be ready to add any further answers.)

*Say: **What did we learn about monastics in the Orthodox Church?*** (Answers should reflect student understanding of special calling of men and women to pray for others, work and live in community, and serve others.) ***How have we been changed in our thoughts and ideas about monks and nuns?*** (Answers should reflect insight into how people should strive to live as early Christians, showing that oneness of mind and fullness of heart, loving and helping one another. There are those who have a special calling which they answer, choosing this type of closeness with God.)

*Say: **Next session we will examine some monasteries and see how they live and function as special communities with God.***

5. **Closing Prayer** (Sung together) 1 minute

O Lord, save Thy people, and bless Thine inheritance.
 Grant victories to the Orthodox Christians over their adversaries;
 And by virtue of Thy cross, preserve Thy habitation.
 In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

Monasteries, Monks and Nuns

KWL Chart



| Know | Want to Know | Learned |
|-------------|---------------------|----------------|
| | | |

Who Are Monks and Nuns?

Introduction

Did you know there are women altar servers in the Orthodox Church? Did you know there is a monastery where the monks train German Shepherd dogs and the nuns make and sell cheesecakes all over the United States? Did you know it takes years for a person to become a monastic? Did you know that all Orthodox bishops are also monks? Did you know that a monk or nun is praying for you all the time? Not all monks are priests. St. Herman was not a priest. These are only some of the facts about monastics (monks and nuns) of the Orthodox faith. Curious? Then read on.



Monks and Nuns

Monastics (monks and nuns) are people called by God to live the Christian life in a special way. They have answered this call to become closer to God by living a life of quiet solitude, away from the cares and busy life of the world. They live, pray and work in communities called **monasteries**. Monasteries have been around since the earliest centuries of



Christianity. In fact, the Old Testament tells us about many prophets who spent long periods of time in solitude to be closer to God. Moses is an example. In the New Testament, St. John the Baptist and even Christ Himself, spent time alone in the wilderness, in closeness to God, and away from the world. Monasteries grew throughout the **Holy Lands**, when St. Anthony decided to live alone

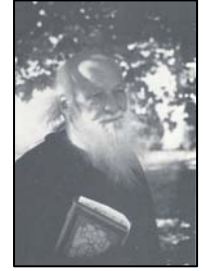
in the desert. Monasteries grew in the Middle East and Mediterranean, spreading through Europe, and the world. Some of the most beloved saints of the Church are monks and nuns, such as: St. Herman, St. Innocent, St. Raphael, St. Tikhon, St. Sergius, St. Elizabeth, and many others. The head of a men's monastery is an **Abbot**, while in the women's monastery it is the **Abbess**.



Becoming a Monastic



A person who desires to join a monastic community is first a **Novice**. This period of probation lasts for about three years. The Novice, called **Brother** or **Sister**, spends time in training, under the guidance of one of the experienced monastic **elders**. During this period the Novice spends time in lay clothing, and then is permitted to wear the **Inner Riasa**, which is a simple black robe with narrow sleeves, and a **Skouphos**, which is a monastic cap.



Nuns may wear a white or simple head covering. These men and women live, pray and work in the monastery until they make a final decision to become a monk or nun. These monastics learn poverty, chastity (meaning they do not marry), humility, repentance, and solitude. After a period of time, the Novice will be elevated to **Riasophor** monastic, who is still a Novice, taking the solemn vows when ready. The Novice is tonsured (hair cut in the form of a cross), and is vested in an **Outer Riasa** and **Kamilavka**, or flat topped hat.



After another period of time, if the Riasaphor wishes, he or she may take the next step to **Lesser Schema**, which is the Tonsure and taking of solemn vows, called the Monastic Tonsure. These vows, similar to those of baptism, renounce worldly life, and promise faith and obedience to God for life. The monastic answers questions to prove his obedience and intentions. The candidate receives a new name, his or her hair is shorn (just like at Baptism) and a cross is given, as well as a candle. He or she is then vested in the monastic habit. Monks wear a square cloth called a **Paraman**, to remind him of his taking



up the yoke of Christ, the Inner Riasa, a leather belt, the **Mantiya** (a long, sleeveless cloak), and a **Klubok**, or Kamilavka with a veil, guarding him or her from all vanity. He or she is then given sandals and a Prayer Rope. The **Schema monk** is now called **Father** and the **Schema nun** is called **Mother**.



It takes several years to become a full member of a monastery. Some monastics remain **brothers** or **sisters**. Brothers can become **priests**. An **Archimandrite** is the step leading to becoming the highest level of **Lesser Schema**, and possibly becoming a **bishop**.



A very small number of monastics who spend many years of struggle and prayer in a monastery achieve the ultimate state of **Great Schema**, or Angelic Habit. They receive a special vestment called the **Analavos**, and head covering called the **Cowl**. They spend the rest of their lives in seclusion and silence with the monastic community.



Monastics live very simply, without many of the luxuries we take for granted. They worship, live, and work together every day. They choose not to marry. They spend many hours in **prayer**, in the daily cycle of services of the **monastery church**, as well as in private prayer. They spend the rest of their time working to help support



the monastery. Some work at jobs like gardening and cooking. Others clean the church, monastery and grounds. Some take care of the services. Still others work at the jobs which help support the monastery, like baking goods to sell, making jams and honey, writing and binding books, scientific research and help for the poor, as well as training special dogs!



Monastics are loving people, whose main wish is to pray for the world, and provide hospitality to those who seek it. Monasteries are places for people to visit and refresh their spiritual lives. Monastics help people achieve this by opening their



monasteries to them, providing spiritual guidance, and allowing them to be moved by the presence of God. No matter where we are in our lives, they are always praying for us.

Words to Remember:

Monks
nuns
monasteries
monastic
Holy Lands
mother
father
abbot
abbess

elder
novice
riasa
skouphos
kamilavka
tonsure
priests
bishops
klubok

paraman
mantiya
Lesser Schema
Greater Schema
Schema monk or nun
Archimandrite
Analavos
Cowl
Riasophor



MONASTIC QUESTIONS



1. What is a monastery?

2. Who are monks and nuns?

3. Why do they become monks and nuns?

4. What is a monastery's mission?

5. Who are some of the most famous monks?

6. What do monks and nuns wear?

7. What are the names of some famous monasteries?

8. Are there saints associated with this monastery? Name them.

Monastic Journal Prompts

Choose one prompt and enter answers in your journals or on white lined paper. Remember to include ideas from the prompt in your answer.

Prompt 1

When did monasteries begin? Who are monastics? What makes them different from other Christians? How long does it take to become a monastic? Do you think that it is a good idea to take years to decide to become a monastic?



Prompt 2

Do you think it is a good idea to have monasteries? Why or why not? Why do you think someone decides to become a monastic? Have you ever wondered what it would be like to be a monastic? What do you think life would be like in a monastery?



Monasticism

Session 2

High School Level Ages 13-17 (45-50 minutes. This lesson can be expanded to as many sessions as teacher and students wish.)

Theme: Monasteries of North America

Becoming familiar with monasteries

Sub-Theme: Monasteries are located in many parts of North America. God calls all of us to serve others, and some of us are called to pray and serve in a special setting. Monasteries are centers of prayer and service to others, and we find people have begun monasteries all over the world, including the United States and North America.



Note: Teachers will need to look over the web site used as reference for this lesson, *Monasteries of North America*, to screen for canonical jurisdictions when allowing students to research. If not sure, consult your pastor.

Objectives:

By the end of this session students should be able to:

- Explain the mission of a monastery as a center of prayer, fasting, and service
- Locate 10 monasteries in North America (if possible, in different states)
- Research 1 monastery in North America, or from around the world
- Demonstrate and apply research skills using internet
- Work cooperatively in their research
- Retell results of research
- Journal conclusions about research

Materials: [FlashPaper: Push pins clip art](#)
[FlashPaper: Student maps](#)
[FlashPaper: Homepage of Monasteries of North America](#)

- Computer
- Internet connection
- Student map of U.S. (attached) [FlashPaper: See attached file](#)
 - Map can be enlarged to place on wall.
- Push Pins (red for women's monasteries, blue for men's)
 - Can use the attached clip art
- Chart paper (optional)
- Monastery Search Worksheet (attached)
- Sheet with web site listings (attached)
- Markers
- Pencils
- Scissors
- Tape
- Lined paper (for notes)
- Worksheets with research questions
- Journals or white lined paper and Journal Prompt sheet (See attached)

Resources:

- "Mount Athos," pp. 32-33, *Katie Visits a Monastery*, Seattle, St. Nectarios Press.
- Video: *St. Tikhon's Monastery, America's Holy Mountain*, Grisha Pictures, 3224 Trinity Road, Harrisburg, PA 17109 (DVD/VHS, \$24.00 including shipping)

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Procedure:

1. Opening Prayer (Sung/recited together) 1 minute

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O Heavenly King, the Comforter, the Spirit of Truth, who art everywhere and fillest all things. Treasury of Blessings, and Giver of Life: Come and abide in us, and cleanse us from every impurity, and save our souls, O Good One.

2. Discussion Starter-Bridge: (5 minutes)

Begin by asking the following:

- Who can tell us about the things we learned about monks and nuns in Session 1?*** (Point to chart paper with KWL chart from Session 1, "Who?") Answers should recall the research and discussion of who monastics are, their purpose, how they dress and why. As students answer, interject any missed facts, pointing to the **KWL Chart**.
- Ask questions such as: ***Who are monastics? What do monastics do?*** (Answers should recall that monastics are men and women who decide they must carry out their earthly spiritual journey in a special way, apart from the world [monos/alone], yet remembering the world by praying for others and for the world.)
- Continue by asking students to recall what has been discussed about the different roles of Christians. Say: ***We all choose a path in our spiritual and worldly lives: marriage, single life, careers, service to our parishes and other church institutions, charity, love and care for others*** (Point to reflections written on the chart paper.
Allow students to recall what they know, or ask what they would like to know.)
- Ask: ***What do you think this means for us? What should we do to follow in the right path of Christ?*** (Allow time for students to react and give their predictions, looking over journal entries from first lesson.) ***How is this difficult for us?*** (Allow time for students to elaborate. Answers should reflect the difficulties of being a prayerful, caring person in today's world; how, through peer pressure, it is difficult to be the one to take the initiative when someone needs help.) Ask prompting and open-ended questions to continue the discussion such as: ***When did this happen to you? Have you ever been in a situation (like seeing someone alone in the cafeteria, or someone being made fun of) and you were afraid to speak up? Have you ever thought about your prayer life? Do you think you pray enough? Have you ever thought about where***

monasteries are located? How they exist? What do monastics do at a monastery?

- E. Ask, **Have you ever wondered what a monastery is like?** (Allow students time to reflect and answer.) Ask, **Do you know there are monasteries located all over the U.S. and Canada? Do you know of any? Where?** Give students a chance to respond.
- F. Then, say: **Today we are going to look up some of the monasteries located in America and find out:**
- 1. Where they are located**
 - 2. Who lives there**
 - 3. Their mission and daily lives**
 - 4. How they sustain themselves**
- Let's get our materials together and begin.**

3. Research (15 minutes)

The research and activities can be done in the *Cooperative Learning Style*, in pairs or as a group. Each student will be designated a position/task and will execute it in an organized and "cooperative" manner, working together as a unit. They should set about a plan and work it to completion.

- Students read over text about monasteries aloud (See attached text).
- One or two students read aloud from: **Katie Visits a Monastery**, pp. 32-34, "Mt. Athos," and/or Chapter 4, pp. 17-19 to class, or choose portions of the videos: **Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration**, or **St. Tikhon's Monastery, America's Holy Mountain** to show to all students or selected groups (See Resources).
- One or two students locate supplies: markers, pencils, Monastery Information worksheets, map, push pins, etc. (See above, Materials).
- One student is the computer operator.
- Two students act as the researchers, reading information aloud.
- One or two students are recorders, filling in worksheets and marking map. Students should try to locate 1-2 monasteries in various states.
- One or two students can also write interesting facts on butcher/chart paper
 - List name and location of monastery
 - Fact(s)

Procedures: Students in various roles will:

1. Read from pp. 32-34, "Mount Athos," and/or Chapter 4, pp.13-16, **Katie Visits a Monastery**, or view portions of videos: **Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration**, or **St. Tikhon's Monastery, America's Holy Mountain**
2. Log onto Orthodox Monasteries of North America (<http://omna.malf.net>).
 - *Another interesting site to supplement the chapter, "Mount Athos," is St. Philanthropia Women's Monastery in Greece, which is a Susan Komen Cancer Research center. (http://www.ormyliacenter.gr/index_fr.hlmi)
3. Examine monastery sites listed by states, while others locate states on U.S. map.
4. Researchers choose a monastery from a location listed in state listing, and go to the monastery's web site.
 - Note:** Site should be approved by teacher before proceeding.
6. Students will fill in the Monastery Search worksheet they have chosen. They may all work on the same site, or work individually with their own choice.
7. Students may choose to further list interesting information on chart paper by:
 - Identifying name and location of monastery

- Listing fact(s) under each
8. Students may use push pins (red for women's and blue for men's) or attached clip art to locate monasteries on U.S. map.

FlashPaper: *Journaling*

4. Journals: See Flashpaper

Materials:

- Sewn-in notebook or white lined paper
- Chart paper and markers, if students choose to write on a chart and display
- Pencils or pens
- Name(s) of monasteries(s) they wish to write about
- Worksheet ([Flashpaper](#)) for guidelines

Procedures:

- Students may choose to journal answers to the write thoughts on what they learned from their research about monasteries or answer prompts.
- Students may also wish to share and add to facts on chart paper.

5. Wrap-Up (1-2 minutes)

As students are cleaning up and preparing for closing prayer, ask the following:
(Have chart/butcher paper with written facts to add any further comments or insight.)

1. ***What were some interesting things you learned while researching your monastery?***

(Answers should reflect student research on monastery web sites, as well as discussion from reading of text, and book, *Katie Visits a Monastery*, or videos, *Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration*, or *St. Tikhon's Monastery, America's Holy Mountain*.)

2. ***Why do you think monasteries are important to Orthodox Christians?***

(Answers should reflect insight on how monasteries are centers of worship and service, where monastics live a simple life, away from the world, moving closer to God.)

3. ***Where were some of the locations of monasteries we found today?***

(Answers should reflect the number of monasteries students were able to locate and research.)

6. Closing Prayer (Sung together) 1 minute

O Lord, save Thy people, and bless Thine inheritance.
Grant victories to the Orthodox Christians over their adversaries;
And by virtue of Thy cross, preserve Thy habitation.

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

Suggested Supplemental Activity:

Students may decide to display their research on foam board or display triptychs. They can be creative, downloading or copying from the web sites they have researched. This could be displayed in the church hall or coffee hour area.



Famous Monasteries around the World



Monasteries began in the 4th century. St. Anthony the Great is considered the father of monasticism. Monasteries spread from **Egypt** and the **Holy Lands**, and eventually throughout the Christian world. The oldest functioning monastery in the world is St. Catherine in Mt. Sinai, Egypt. It was built around the Burning Bush, from which God spoke to Moses! Orthodox monasteries grew in Europe and parts of Asia and Africa, as well as nearly 100 in North America.



St. Catherine Monastery
Established in 527

Further information: <http://www.tourgypt.net/Catherines.htm>



Mount Athos
Established in 963

Monasteries can have only one person! They are called **sketes**. Other monasteries are made up of smaller ones put together. These are called **lavras**. There are many famous monasteries around the world. The most famous is an entire country called Mount Athos, in Greece. There are 20 lavras and hundreds of smaller monasteries there.



Further information: <http://www.inathos.gr/>

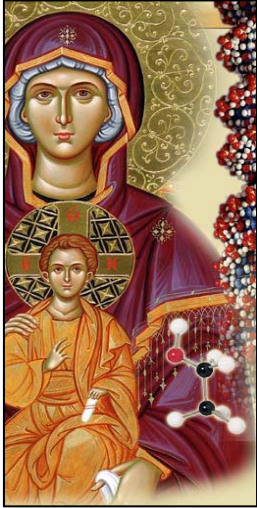
Another famous monastery is St. Sergius/Holy Trinity Monastery near the capital city of Moscow in Russia. It is also made up of many monasteries. It also has a seminary. It has withstood wars, revolutions, and near-destruction, before being re-established as a world-renown center of Orthodoxy.

Further information: www.sacredsites.com/asia/russia



HolyTrinity/St. Sergius Monastery/Lavra

Established 1340



Monasteries can be simple or elaborate. Many house priceless Christian documents and art treasures as well as relics of saints. Others are centers of learning and even research. Did you know there is a women's monastery near Mt. Athos which is a major cancer research center? Visit Panagia Philanthropini Center on your monastery search.



Panagia

Philanthropini

Further Information: http://www.ormyliacenter.gr/description_en.html



Whether simple or elaborate, monasteries are centers of faith. The monks and nuns are examples of Christian love and service to others. We look to those who seek God to be spiritual fathers and mothers, guiding us to the True Faith.



Two American Monasteries

St. Tikhon Monastery

Established in 1905



The oldest Orthodox Monastery in North America is St Tikhon Monastery, in South Canaan, Pennsylvania. It was named for St. Tikhon of Zadonsk, Russia. Known as the “Center of Orthodoxy, where saints have walked,” the monastery is home to relics of many saints, including: St. Raphael, who served at the first pilgrimage, St. Herman, St. Nicholai, who taught at St. Tikhon Seminary, and St. Alexis of Wilkes-Barre. Each year thousands of people visit this monastery on Memorial Day.

For Further information: www.sttikhonsmonastery.org



Holy Transfiguration Monastery

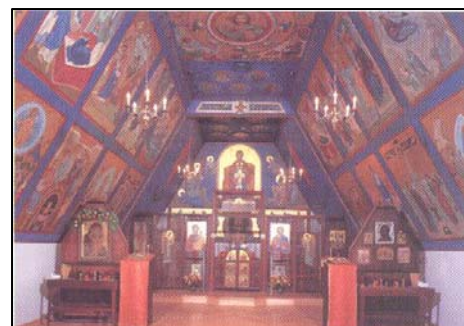
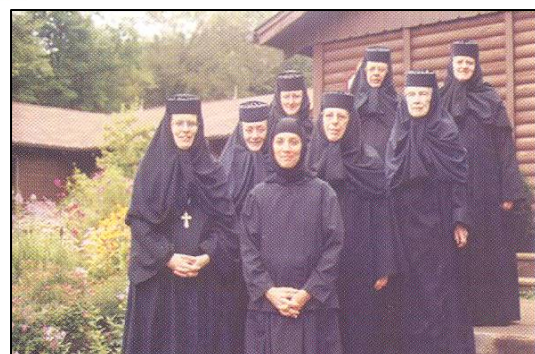
Established 1967



Holy Transfiguration Monastery was founded by Mother Alexandra, who was formerly Princess Ileana of Romania. This beautiful women’s monastery is located in Ellwood City, near Pittsburgh, PA. Holy Transfiguration is a monastery whose mission is prayer and hospitality. Each year many people visit this monastery on the feast of the Transfiguration (August. 6).). It is here, and in other women’s monasteries, where you will find women who are specially chosen by the abbess to assist the priest in the altar.

Further information:

[www.orthodoxwiki.org/Monastery_of_the_Transfiguration_\(Ellwood_City,_Pennsylvania\)](http://www.orthodoxwiki.org/Monastery_of_the_Transfiguration_(Ellwood_City,_Pennsylvania))



Name: _____

MONASTERY SEARCH



1. What is the name of the monastery?

2. Where is the monastery located?

3. What is the monastery's web site address?

4. What is the monastery's mission?

5. About how many monastics are located there?

6. What is the source of income for the monastery?

7. What is some of the historical background of the monastery?

8. Are there saints associated with this monastery? Name them.

List of Monastery Web Sites:

1. St. Tikhon's Monastery (<http://stots.edu>)
2. Monasteries of North America (<http://omna.malf.net>)
3. Panagia (Saint) Philanthropini Women's Monastery, Greece (http://www.ormyliacenter.gr?index_fr.html)



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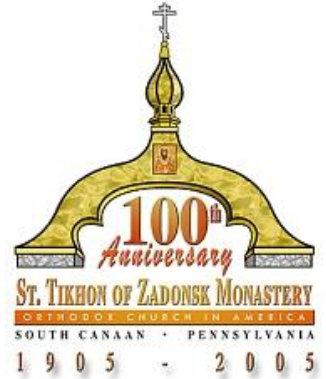
1. St. Tikhon's Monastery(<http://stots.edu>)
2. Monasteries of North America (<http://omna.malf.net>)
3. Panagia (Saint) Philanthropini Women's Monastery, Greece(http://www.ormyliacenter.gr?index_fr.html)



Journal Prompts

Prompt 1

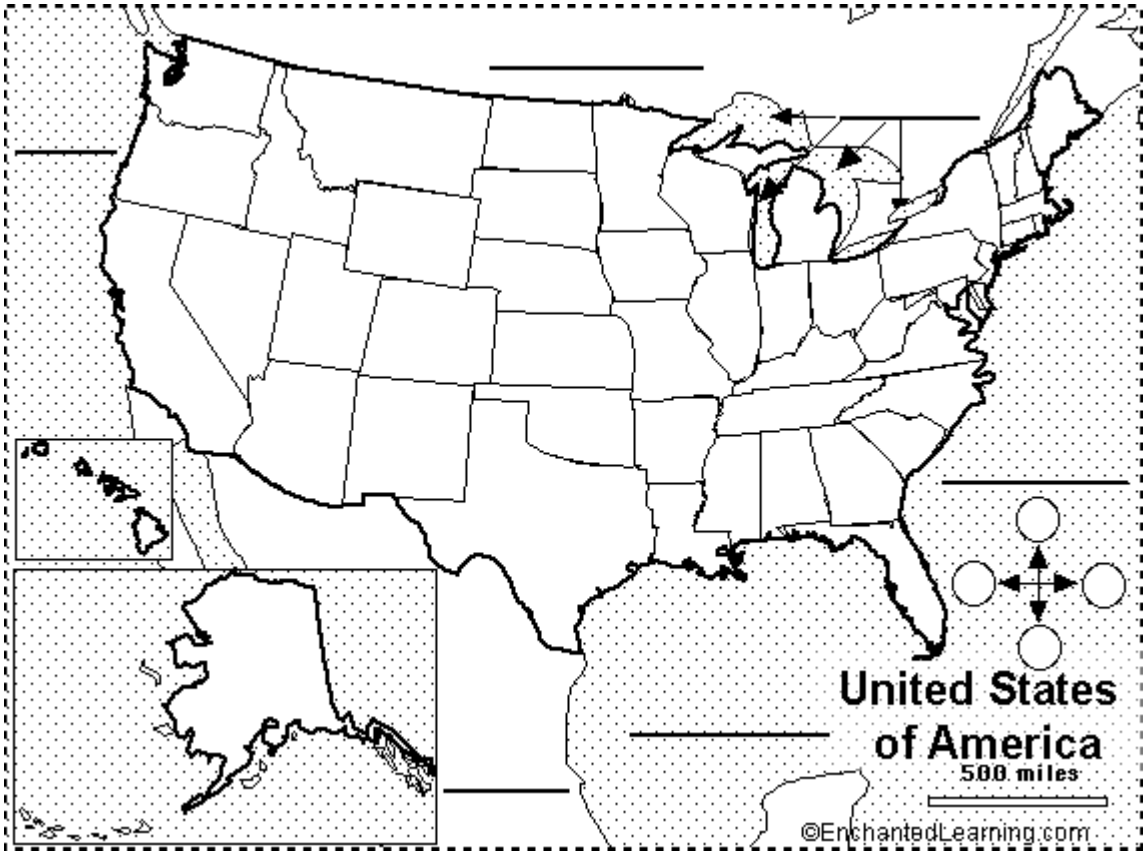
Where were some of the locations of the monasteries you researched? What were some of the things you learned about these monasteries that you found surprising?



Prompt 2

Which monastery would you like to visit and why? Many of these monasteries need our support to continue their work. What could you do to support the monastery you chose?





Monasticism

Session 3

High School Level Ages 13-17 (45-50 minutes)



Theme: When: The beginning of monastic communities

Identify where and when monasteries were established.

Sub-Theme: Monastic communities have been established all over the world. These communities serve other people as well as the monastics who live there. As God calls all of us to serve others, some of us are called to pray and serve in a special setting. Monasteries are centers of prayer and service to others. All over the world, people have chosen this life, in closer communion with God, for over 1600 years.

Note: Teachers will need to look over the attached materials and become familiar with them. The text is an expansion of Lesson 2.

Objectives:

By the end of this session students should be able to:

- Identify the monastic community as begun in the Holy Lands
- Cite the founders of monastic communities
- Become familiar with several monastic communities around the world
- Compose a time line of history of monasteries from information in handouts
- Journal conclusions about establishment of monasteries around the world

Materials:

- Chart/butcher paper
- Information handouts (attached)
- Worksheets, including Time Line (attached)
- Markers
- Pencils
- Scissors
- Tape
- Lined paper
- Journals or white lined paper



Resources:

- "Mount Athos," pp. 32-33, *Katie Visits a Monastery*, Seattle, St. Nectarios Press.
- Monk of St. Tikhon's Monastery, ed. *These Truths We Hold*. South Canaan, PA. St. Tikhon's Seminary Press, 1986.
- Video: *St. Tikhon's Monastery, America's Holy Mountain*, Grisha Pictures, 3224 Trinity Road, Harrisburg, PA 17109 (DVD/VHS, \$24.00 including shipping)
- Video: *Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration*, Greg, Lisa Uhrin, (\$20.00 plus S+H). Holy Transfiguration Monastery, 321 Monastery Lane, Ellwood City, PA 16117
- Orthodox Monasteries of North America (<http://omna.malf.net>)
- Orthodox Monasteries and Monasticism (<http://aggreen.net/monasteries/monastic.html>)
- Links to Other Orthodox Monasteries (<http://www.balamandmonastery.org.lb/monasterieslinks.htm>)
- Sacred Sites of Russia (<http://www.sacredsites.com/asia/russia/russia.htm>)
- Mt. Athos (<http://www.inathos.gr/athos/en/>)
- St. Tikhon Monastery (www.sttikhonsmonastery.org)
- St. Catherine Monastery (<http://www.tourgypt.net/Catherines.htm>)
- Holy Transfiguration Monastery
[www.orthodoxwiki.org/Monastery_of_the_Transfiguration_\(Ellwood_City,_Pennsylvania\)](http://www.orthodoxwiki.org/Monastery_of_the_Transfiguration_(Ellwood_City,_Pennsylvania))
- Holy Trinity/St. Sergius Monastery (www.sacredsites.com/asia/russia)

****Teacher Background Reading:**

"History and Mission of St. Tikhon's Monastery"

(<http://stots.edu/history1.html>)

"Monastic Activities," pp. 17-19, *Life Transfigured, A Journal of Orthodox Nuns*, Vol. 35, #3, Nativity, 2003, Orthodox Monastery of the Transfiguration, 321 Monastery Lane, Ellwood City, PA 16117

Metropolitan Anastassy, *In Defence of Monasticism*, pp 32-37, illustrations of monasteries, throughout text, Jordanville, NY, Holy Trinity Monastery, 1989.

The Monks of New Skete, *In the Spirit of Happiness*, \$14.95 Monastery of New Skete (www.newskete.com)

Procedure:

1. Opening Prayer (Sung/recited together) 1 minute

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

O Heavenly King, the Comforter, the Spirit of Truth, who art everywhere and fillest all things. Treasury of Blessings, and Giver of Life: Come and abide in us, and cleanse us from every impurity, and save our souls, O Good One.

2. Discussion Starter-Bridge: (5 minutes)

Begin by asking the following: ***Who can tell some of the things we learned last session about the monasteries we researched?*** Answers should reflect any prior knowledge of monasteries and communities researched and studied. Students may refer to their worksheets from the previous session, as well as the **KWL chart** and journal entries from Sessions 1 and 2. Point to **KWL Chart**. Say: ***What were some of the things we listed here?*** Have students recall what they was listed about monastics. Students may refer to and use their own **KWL Charts** and share their answers. Answers later given should recall the research and discussion of who monastics are, their purpose, how they look and why. Answers should recall that monastics are men and women who decide they must carry out their earthly spiritual journey in a special way, apart from the world, yet remembering the world by praying for others and for the world. There are different roles of Christians, and we all must choose a path in life to follow in our spiritual and worldly lives: marriage, single life, careers, service to our parishes and other church institutions, charity, love and caring for others (point to the reflections written on the chart paper). Allow students to recall what they know, or ask what they would like to know. Ask: ***What do you think this means for us? What should we do to follow in the right path of Christ?*** Allow time for students to react and give their predictions. ***How is this difficult for us?*** Allow time for students to elaborate. Answers should reflect the difficulties of being a caring person in today's world; how, through peer pressure, it is difficult to be the one to take the initiative when someone needs help. As students discuss this, write reflections on chart paper. When finished ask: ***Who do you think was the first monastic?*** Have students think and write their answers or ideas. (Prophets, John the Baptist are possible answers). Say: **Today we will examine when and where monasteries began, and also the history of some monasteries around the world.**

3. Research (15 minutes)

The research and activities can be done in the *Cooperative Learning Style*. Each student will be designated a position/task and will execute it in an organized and "cooperative" manner, working together as a unit. As each person is assigned, he or she should set about a plan and work it to completion.

- One student places chart paper on table or tape to wall for discussion notes.

- One or two students get supplies (handouts, markers, pencils, worksheets paper for notes, etc.--See above, Materials).
- Two students should then act as the reader/researchers, reading aloud the attached expanded texts. These students should feel comfortable with oral reading.
- Students will take turns reading for the selections above, answering the questions on the attached worksheet.
- Students may also view portions of videos: ***St. Tikhon's Monastery, America's Holy Mountain or Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration*** (See Resources).
- Students will be designated as researchers to fill in the blank Time Line Worksheet with information taken from the worksheets on the history of monasticism and the selected monasteries. This may also be done on large butcher/chart paper.

Note: Students may also decide to continue work on the Time Line from information they gathered in Lesson 2, including web sites listed above and those researched in Lesson 2.

4. **Activity: Time Line** (15 Minutes)

Materials:

- Worksheet
- Blank Time Line
- Pencils/pens
- Butcher Paper

Procedures:

1. Using the cooperative method, students will examine the notes, worksheets and rough Time Lines (see above).
2. Students will fill in a class worksheet.
3. Students will fill in a class Time Line.
4. Students may chose to compose a Time Line on chart/butcher paper, decorating with sketches of monasteries from handouts and Time Line.

Enrichment Activity: Students may enhance their research by using the class worksheet to write a report on one of the monasteries in the handout, or one of their choice.

FlashPaper: *Journaling and Personal Value Inventory*

5. **Journals: See Flashpaper**

Materials:

- Sewn-in notebooks or white lined paper
- Chart paper and markers, if students choose to write on a chart and display
- Pencils, markers,
- Name(s) of person(s) they wish to write about
- Worksheets, Time Lines, and notes
- Journal Prompts sheet (See attached)

Students may write their reflections on the histories of monasteries using prompts.

6. **Wrap-Up** (1-2 minutes)

As students are cleaning up and preparing for closing prayer, ask the following: (Have chart/butcher paper with questions and answers tacked to a wall or bulletin board.)

How and when did monasteries start? Answers should reflect student understanding of when monasteries began (300 years after Christ with St. Anthony, wanting to live away from others, from persecution, live closer to God, began in Egypt).
What were some of the things we learned about where and when some

monasteries began? Answers should reflect insight into how, when and where various monasteries began, how monasticism spread to other countries, and who began some of the monasteries and why.

9. Closing Prayer (Sung together) 1 minute

O Lord, save Thy people, and bless Thine inheritance.
Grant victories to the Orthodox Christians over their adversaries;
And by virtue of Thy cross, preserve Thy habitation.

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

See Next Page



History of Monasticism



Have you ever thought of when the first monastery was established? Actually, the idea of living alone to be closer to God started in the Old Testament. Think of Moses and his days on Mount Sinai. How about the prophets, St. John the Baptist, or St. Mary of Egypt? They all spent time alone, in the desert, for this is where our faith began, with God's Chosen People, the Israelites.

The idea of living in a solitary way to be closer to God began in the 4th century in the Middle East. Those desiring this life went to the desert. St. Anthony the Great (who lived until 356) is considered to be the Father of monasticism. He began his journey in Egypt as a **hermit** (one who lives alone) and eventually began a monastic community of hermits who lived under his guidance. St. Pachomius (who lived until 348) began a monastic community where all lived, worked and prayed together. Monasteries began to spread from the Holy Lands into Egypt, and eventually throughout the Christian world. Orthodox monasteries grew in Europe and parts of Asia and Africa, as well as the nearly 100 in North America.

For further information: www.monachos.net/monasticism/introduction.shtml



Monasteries around the World

St. Catherine Monastery

Established in 527

Located at the foot of Mount Sinai, where Moses spoke with God, St. Catherine Monastery (actually named Transfiguration Monastery) was established in 527 by Emperor Justinian and St. Helena. A chapel was built to surround the Burning Bush, which is still alive today! It is the oldest continually functioning monastery, and houses some of Christianity's oldest and most valuable writings and manuscripts. Saint Catherine



of Alexandria, Egypt was a 4th century scholar whose words of wisdom converted many people to Christianity. She was martyred for her faith, and her relics miraculously made their way to Mt. Sinai, where they are housed to this day.

For further information: <http://www.tourgypt.net/Catherines.htm>

Mount Athos

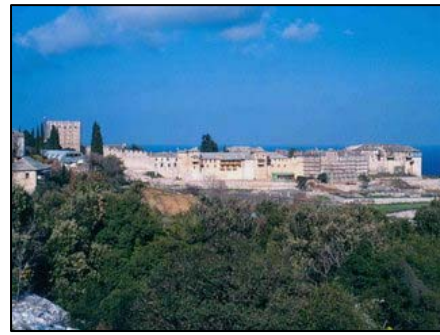
Established in 963

Perhaps the most famous of all Orthodox monasteries is not a monastery, but an entire “country” of them! Mount Athos, known as the Holy Mountain, is a sacred community of monasteries on a self-governing peninsula in Greece. Established in the 10th century, there are 20 major monasteries known as **lavras**, with many monastics living in these large



communities, as well as hundreds of smaller monasteries, called **sketes** (where monastics live like St. Anthony—alone but part of a community), and **hesicaterons** or **hermitages**, which are similar to sketes. There are tens of thousands of monastics (male only), and male visitors must receive special permission and visas to visit this holy Christian site.

Further information: <http://www.inathos.gr/>



Holy Trinity/St. Sergius Monastery/Lavra

Established 1340

Located near Moscow, Russia, Holy Trinity Monastery was established in 1340. A complex of monasteries, cathedrals, it is considered to be the center of Orthodoxy in Russia. First named Trinity Monastery, it began with the building of a small church by St. Sergius of Radonezh. It has had a long and tumultuous history, with many political and spiritual chapters. It has withstood wars, invasions, fire, and near destruction. Peter the Great lived there for a time. Under communism the complex lost its land and control. After the fall of communism, both land and control were returned to the Church. Visited by thousands of pilgrims year-round it is home to over 200 monastics, as well as the Moscow Theological Academy and many holy relics, manuscripts, and art treasures.

Further information: www.sacredsites.com/asia/russia



St. Tikhon Monastery

Established in 1905



The oldest Orthodox Monastery in North America, St Tikhon Monastery, South Canaan, in northeastern Pennsylvania was named for St. Tikhon of Zadonsk, Russia. Under the guidance of St. Tikhon of Moscow (who was then bishop of America) this monastery and orphanage opened with a pilgrimage in July, 1905, lead by St. Raphael (bishop of Brooklyn), and St. Alexander Hotovitsky, as well as founder, Hiermonk Arseny Chagotsev. The monastery's rich history has earned it the name Center of Orthodoxy in America "where saints have walked." St. Alexis of Wilkes-Barre (PA) was buried and canonized there, and his relics are entombed in the monastery church. St. Nicholas of Zhicha (Serbia) spent his last years there, where he wrote, taught, and served as Dean of St. Tikhon Seminary. Each Memorial Day, thousands of faithful continue the annual pilgrimage, participating in the many services on beautiful grounds, large cemetery, shrines, and museums. Visitors are welcome by the



monastic staff, headed by His Grace, Bishop Tikhon, of Philadelphia and Eastern, PA.

For Further information: www.sttikhonsmonastery.org



Holy Transfiguration Monastery

Established 1967

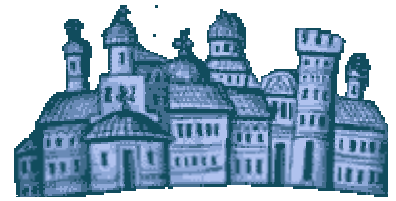


Founded by Mother Alexandra, former Princess Ileana of Romania, this beautiful women's monastery is located in Ellwood City, near Pittsburgh, PA. Holy Transfiguration is a monastery whose mission is prayer and hospitality. Under the guidance of the abbess, Mother Christophora, the immaculate grounds include a chapel and several guesthouses where visitors pray, stay, and refresh. One can dine in the fully equipped guesthouses or with the nuns in the refectory, as well as walk the scenic acreage, which includes shrines, gardens, gazebos, and a cemetery where its founder is buried. Annual pilgrimages take place on the Transfiguration of Our Lord (August 6). Pilgrims come from all over to partake of the many services and activities. Further information:

[www.orthodoxwiki.org/Monastery_of_the_Transfiguration_\(Ellwood_City,_Pennsylvania\)](http://www.orthodoxwiki.org/Monastery_of_the_Transfiguration_(Ellwood_City,_Pennsylvania))



Monastic Review



1. Who is considered the father of monasticism?

2. Who is a hermit?

3. What is a lavra?

4. Where is Mount Athos located?

5. What is the name of the monastery located near Mt. Sinai?

6. Which is the oldest monastery in the United States?

7. Which United States women's monastery was founded by a Romanian princess? _____

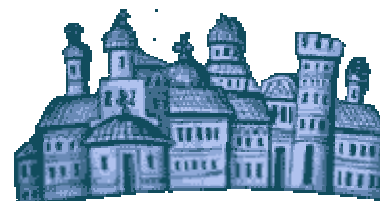
8. Approximately how many monastic communities are there in the United States and Canada? _____

9. In which monastery is the Moscow Theological Academy located?

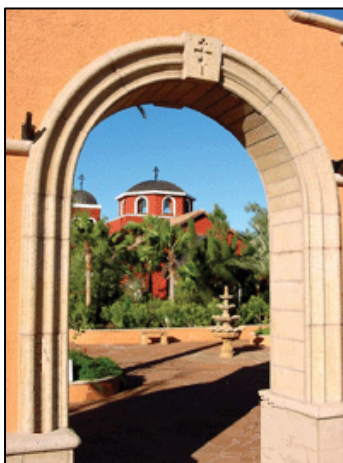
10. What is a skete?



Monastic Review Answers

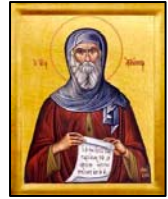


1. Who is considered the father of monasticism?
Saint Anthony the Great
2. Who is a hermit?
A monastic who lives alone
3. What is a lavra?
A large monastery or group of monasteries
4. Where is Mount Athos located?
On a peninsula in Greece
5. What is the name of the monastery located near Mt. Sinai?
St. Catherine Monastery
6. Which is the oldest monastery in the United States?
St. Tikhon Monastery
7. Which United States women's monastery was founded by a Romanian princess?
Holy Transfiguration Monastery
8. Approximately how many monastic communities are there in the United States and Canada?
About 100 monasteries
9. In which monastery is the Moscow Theological Academy located?
Holy Trinity/St. Sergius Monastery/Lavra
10. What is a skete?
Where a monastic lives alone, but still is part of a monastery community



Monastic Time Line

4th Century---



527---



963---



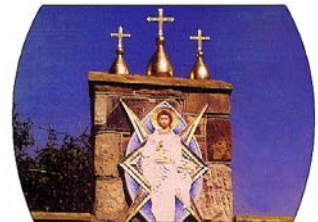
1360---



1905---

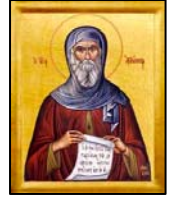


1967---



Monastic Time Line **Answers**

4th Century---**St. Anthony the Great
begins monastic movement**



527--- **St. Catherine Monastery
established near Mt. Sinai**



963--- **Mount Athos founded**



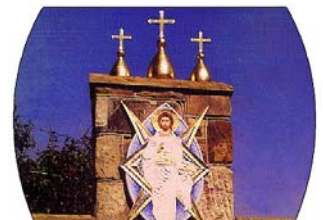
1360--- **Holy Trinity/St. Sergius
Monastery built near Moscow**



1905--- **First pilgrimage to
St. Tikhon Monastery**



1967--- **Holy Transfiguration Monastery
established by Mother Alexandra**



Journal Prompts

Prompt 1

When did monasteries first become established? What were some of the locations of these monasteries and why? What are the different types of monasteries? Which do you think you would find interesting to visit and why?



Prompt 2

Put yourself in the place of St. Anthony, St. Sergius, St. Tikhon, or Mother Alexandra. What do you think some of the difficulties were in establishing a monastery? What do you think it was like to begin a monastery during these times? What would you have done differently?



Monasticism

Session 4

High School Level Ages 13-17 (45-50 minutes)

Theme: How: Daily Life of a Monastic

Identify and explain the life of a monastic

Sub-Theme: Monastic communities have been established all over the world. These communities serve people as well as the monastics who live there. As God calls all of us to serve others, some of us are called to pray and serve in a special setting. Monasteries are centers of prayer and service to others. All over the world people have chosen this life, in closer communion with God, for over 1600 years. Their daily life serves as an inspiration for us to live a more prayerful life and to help others in need.



Note: Teachers will need to look over the attached materials and become familiar with them.

Objectives:

By the end of this session students should be able to:

- Describe the monastic community as one of prayer and service.
- Examine the daily life of monastic communities.
- Become familiar with several monastics and monastic saints from around the world. (Mother Alexandra, Ss Herman, Tikhon, Raphael, Nicholai, and Elizabeth)
- Construct a Story Frame on the daily life of a monastic.
- Compose a character cluster of a monastic saint.
- Journal the daily life of a monastic.

Materials:

- Chart/butcher paper
- 11"x16" paper
- Information handouts (attached)
- Worksheets (attached)
- Markers
- Pencils
- Plain and lined white paper
- Tape
- Journals or white lined paper
- Instructions for Story Frame, and Character Cluster



Resources:

- Saxild, Elizabeth: *Katie Visits a Monastery*, Seattle, St. Nectarios Press, pp.13-28
- "Monastic Activities," pp. 17-19, *Life Transfigured, A Journal of Orthodox Nuns*,
- Vol. 35, #3, Nativity, 2003, Orthodox Monastery of the Transfiguration, 321 Monastery Lane, Ellwood City, PA 16117
- Monk of St. Tikhon's Monastery, ed. *These Truths We Hold*. South Canaan, PA. St. Tikhon's Seminary Press, 1986. pp. 211-213.
- Benagh, Christine, *An Englishman in the Court of the Tsar, The Spiritual Journey of Charles Sydney Gibbs*, Ben Lomond, Conciliar Press, 2000.
- Tobias, Maria: *Ella's Story, The Duchess Who Became a Saint*. Ben Lomond, CA, Conciliar Press, 2004 (ISBN 1-888212-70-5)
- Video: *St. Tikhon's Monastery, America's Holy Mountain*, Grisha Pictures, 3224 Trinity Road, Harrisburg, PA 17109 (DVD/VHS, \$24.00 including shipping)

- Video: *Life Transfigured, The Story of the Orthodox Monastery of the Transfiguration*, Greg, Lisa Uhrin, (\$20.00 plus S+H). Holy Transfiguration Monastery, 321 Monastery Lane, Ellwood City, PA 16117
- Orthodox Monasteries of North America (<http://omna.malf.net>)
- Orthodox Monasteries and Monasticism (<http://aggreen.net/monasteries/monastic.html>)
- Links to Other Orthodox Monasteries (<http://www.balamandmonastery.org.lb/monasterieslinks.htm>)

****Teacher Background Reading:**

"History and Mission of St. Tikhon's Monastery"
(<http://stots.edu/history1.html>)

Metropolitan Anastassy, *In Defence of Monasticism*, pp 32-37, illustrations of monasteries, throughout text, Jordanville, NY, Holy Trinity Monastery, 1989.

The Monks of New Skete, *In the Spirit of Happiness*, \$14.95 Monastery of New Skete (www.newskete.com)

Procedure:

1. Opening Prayer (Sung/recited together) 1 minute

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

O Heavenly King, the Comforter, the Spirit of Truth, who art everywhere and fillest all things. Treasury of Blessings, and Giver of Life: Come and abide in us, and cleanse us from every impurity, and save our souls, O Good One.

2. Discussion Starter-Bridge: (5 minutes)

Begin by asking the following: ***Who can tell some of the things we learned last session about the history of monasteries?*** Answers should reflect prior knowledge of a basic history of monasticism through monasteries and communities researched and studied. Students may refer to their worksheets from the previous session, as well as the **Time Lines** and enrichment reports, and journal entries from Sessions 2 and 3. Point to **Time Lines**. Say: ***What were some of the things we listed here?*** Have students recall what was listed about the history of monasticism. Answers may also recall the research and discussion of monastics, their purpose, when monasteries began, as well as who was involved in their establishments. Allow students to recall what they know, or ask what they would like to know. These questions can be springboards for further discussion and research. Say: ***Over the past few weeks we've discussed what monastic communities mean for us. We have examined where, when, why monasteries have been established and that they are centers of Orthodox Christianity around the world. Who can tell me some of the things we talked about?*** Answers should recall that monastics are men and women who decide they must carry out their earthly spiritual journey in a special way, apart from the world, yet remembering the world by praying for others and for the world, as well as the different roles of Christians. Remind students we all choose a path in life to follow in our spiritual and worldly lives: marriage, single life, careers, service to our parishes and other church institutions, charity, love and caring for others, pointing to the reflections written on the chart paper. Answers should also reflect students' understanding of when and why certain monasteries were established, and how they serve as examples for us that our lives should be one of prayer and service, even when our lives seem to prevent us from doing this. Say: ***Most of us probably think of monastics as people far away from our lives, people we would probably never come in contact with. Yet, monastics are like us in many ways. They grew up in the same ways we did, they went to school, college, had jobs; some were married at some point in***

their lives. We know little about them. What do you think monastics do each day? Have students think and write their answers or ideas/butcher paper. After they have discussed their ideas, Say: ***Today we will look at the everyday life of those who live in monastic communities, as well as learn about a few who have become saints of the Church.***

3. Research (15 minutes)

The research and activities can be done in the *Cooperative Learning Style*. Each student will be designated a position/task and will execute it in an organized and "cooperative" manner, working together as a unit. As each person is assigned, he or she should set about a plan and work it to completion.

- One student places chart paper on table or tape to wall for discussion notes.
- One or two students get supplies (handouts, markers, pencils, worksheets, paper for notes, etc.--See above, Materials).
- Two students should then act as the reader/researchers, reading aloud the Reading Handouts. These students should feel comfortable with oral reading.
- Students designated as researchers will fill in the Worksheet with information taken from the handouts on the daily life of a monastic and the lives of the selected monastics and monastic saints. This may also be done on large butcher/chart paper.



Note: Students may also decide to continue work on the Time Line from information they gathered in Lesson 2, as well as surf the net to find further information (See Resources above).

4. Activities: (15 Minutes)

Note: The teacher may wish to present these activities and have students choose, or expand your session(s), and use several.

A. Story Frames (15 Minutes)

This is a reading comprehension activity designed to retell either a story (fiction), as well as a content area (non-fiction) informational article. Students are to retell the important parts within four or five large frames by either writing or drawing and/using art media. This activity is ideal for both the daily life of a monastic, as well as the life of a saint.

Materials:

- Lesson handouts
- Story Frame Worksheet (attached)
- Chart/butcher paper
- Rulers
- Markers
- Scissors
- Glitter glue
- Glue sticks
- Crayons
- Pencils, pens



Procedures: (See attached blank worksheet)

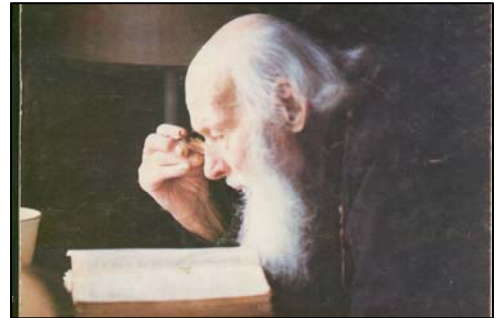
1. Using the attached Story Frame worksheet, students will write about an episode in the daily life of a monastic or saint or retell each episode, using the above art media.
2. Using chart/butcher paper students may choose to draw large, rectangular Story Frames, similar to those on the Story Frame worksheet.
3. Students may cut out and use photos and icons from Lesson Handout to decorate their Story Frames.
4. Students may work individually or cooperatively, with each student in charge of a Story Frame.
5. These can be displayed in class, in designated areas, or the parish fellowship hall.

B. Character Cluster (15-20 Minutes)

This reading comprehension strategy is used to study the physical and personality traits of story characters. It utilizes art and writing skills. This activity would be ideal for the study of one of the monastic saints. (See attached blank worksheet)

Materials:

- Character Cluster blank worksheets (attached)
- Large 11"x16" poster paper
- Lesson handouts
- Markers
- Scissors
- Glitter glue
- Glue sticks
- Crayons
- Pencils, pens



Procedures: (See attached blank worksheet)

1. Students may mount icons or photos of monastic saints and place them on the center of the Character Cluster.
3. Students write descriptive adjectives of the saints on the line provided on their character clusters.
4. Students write examples from the stories to support their descriptive adjectives on the lines under each adjective.
5. Students write a short paragraph of each saint using the descriptive web they have created.
6. Students can continue decorating their character clusters to take home.

Enrichment Activity: Students may enhance their research by using the class worksheet to write a report on one of the saints in the handout, or one of their choice.

FlashPaper: Journaling and Personal Value Inventory

5. Journals: See Flashpaper (5 minutes)

Materials:

- Sewn-in notebooks or white lined paper
- Chart paper and markers, if students choose to write on a chart and display



- Pencils, markers,
- Journal prompts
- Worksheets, Story Frames, Character Clusters, and notes

Procedures:

1. Students will reflect on the daily life of a monastic, or one of the saints researched and discussed.
2. Students will write a journal entry, using the Lesson Handout as a guide.

6. Wrap-Up (1-2 minutes)

As students are cleaning up and preparing for closing prayer, ask the following: (Have chart/butcher paper with questions and answers tacked to a wall or bulletin board.)

When were you surprised to learn about how monastics live? Answers should reflect student understanding of the daily life of monastics, and how they are filled with prayer, work, and activity. ***What were some of the things we learned about some of the more famous monastics?*** Answers should reflect insight into how, when and where various monasteries began, how monastics lived a life close to God, serving others, and how this helped spread to other countries.

9. Closing Prayer (Sung together) 1 minute

O Lord, save Thy people, and bless Thine inheritance.
Grant victories to the Orthodox Christians over their adversaries;
And by virtue of Thy cross, preserve Thy habitation.

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

See Attached Pages

