

CATHEDRAL OF THE BLESSED SACRAMENT

Connecting the Cathedral to Our History and Our Faith

Student Tour for Catholic Schools in Grades 4-8

Teacher Guide

Before Your Visit to the Cathedral:

- Divide students into groups of 8
- Assign roles (see below)
- Research using role sheets
- Use resources list to add to student resources
- Pair these roles together for touring Cathedral Architect and Project Mathematician, Historian and Civic Leader, Liturgist and Latin Linguist, Scripture Expert and Saint Historian

Roles:

- **Cathedral Architect** – seismic retrofit and history/structure of the cathedral, production of art (Evergreen Studios), brick room, flood (Needs a ruler, pencil, red pencil/marker, clipboard)
- **Project Mathematician** – how many did it take? Terms like pendentive, diameter of the oculus find the circumference, radius, cross (direction and why), octagon on baptismal font, square to round, moat. (Needs a calculator, clipboard, pencil)
- **Cathedral Historian** – original pieces from the cathedral, Manogue, Anderson, cartouches, three artists, lamp, story of the side altars, tabernacle
- **Laconic Liturgist** – symbolism in structure (altar, lamp, baptismal font, Eucharistic Chapel, shape of building, tabernacle, oil, Paschal candle)
- **Civic Leader** – donators, like Crocker and Stanford, and the stories that go with it. Focused on people and their position in the community.
- **Latin Linguist** – Translating and explaining the significance of the choices of each, Pange Lingua connection - song

- **Scripture Expert** – references within the Cathedral. Focused on Bible references throughout the structure. May be scripture on the symbolic structures within the Cathedral.
- **Saint Historian** – choose two saints and Our Lady of Guadalupe and two martyrs to present to group. Define canonized vs. blessed. What is a martyr? Choose two statues.

During the tour:

- Match roles again.
- Start groups at these spots and have them start at the points noted below in the Cathedral.
 - Cathedral Architect/Project Mathematician - pillars or four corners area under the dome
 - Historian/Civic Leader - stained glass windows above the Sistine Madonna painting
 - Laconic Liturgist/Latin Linguist – Eucharistic Chapel
 - Scripture Expert/Saint Historian – under the dome

After 30 minutes, have students meet in their groups of eight in the back pews in the Cathedral or outside on the Cathedral steps. Invite them to help each other with any unanswered or missing pieces of information. Continue to gather information in a prayerful and respectful way.

After your visit to the Cathedral:

- In the classroom, have student groups meet and design a large layout map of the Cathedral on butcher paper. Have them note key places in the Cathedral. Each role should use a different color to denote places relating to their roles. Present these maps to a younger grade to use when visiting, display, etc. (Allow 2 class periods of one hour each) Focus the visit and map around your grade level standards for religion, but also have them look for evidence of our faith and ways we feel the presence of God while in the Cathedral.
- Have role-alike groups (all of the Cathedral Architects, all of the Latin Linguists, etc) meet to discuss their findings. Discussion should center on questions of faith. How is our faith shown throughout the Cathedral? What do each of these “symbols” represent and remind us to do? Choose four items or places and present these special places/items to the whole class.

Explain the history, the connection to our faith, and the reason it spoke to you. (Allow 1-2 hours to prepare in class, and 1-2 hours for presentations by 8 groups)

Extension activities:

- Choose a piece of art, or artist represented in the Cathedral. Following the same style of art, create something you would like to see represented in the Cathedral. How does it connect to the people of the Diocese of Sacramento?
- Investigate one of the civic leaders or other people involved with the early Cathedral. How was he/she connected to early California life and history? Write a journal from the point of view of someone connected to this historical figure, such as a shop or hotel owner, a child, a miner, a rancher, and so on. What do they see and know?
- Math in the Cathedral: A Definitive Work Regarding the Restoration and Appreciation by YOU. Find all the math in the Cathedral that you can! Explore examples of the strands of math, including measurement and geometry, algebra, number sense, and so on. Write a small pamphlet with examples.
- Write a newspaper from the days of the original construction of the Cathedral! You know some of the stories! What would Sacramentans be saying about the construction of the Cathedral back in the day?
- Could an earthquake or flood happen in the Cathedral's backyard? Where are the nearest natural threats to the Cathedral? Will the Cathedral withstand natural disaster?

