

THOUGH MANY, WE ARE ONE

UNIT 5b

On the Lenten Journey to Holy Week

Lesson 2

The Palm Sunday Liturgy

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The Palm Sunday Liturgy

Lesson Overview:

Students will gain an understanding of the Palm Sunday Liturgy in preparation for Easter.

Duration:

2 periods
80-100 minutes

CURRICULUM CONNECTIONS

Religious Education:

Fundamental Concept: CL3:

The Celebrations of the Church's Liturgical Year.

Grade 4 – PR 2.3: Develop and present using different forms of prayer and some of the common prayers and devotions of the Church, liturgical celebrations that reveal the Mystery of Christ as it unfolds in the seasons of the liturgical year.

Grade 4 - CL3.1: Examine scripture passages of the Old Testament and New Testament which are proclaimed during specific Liturgical seasons i.e. Advent, Christmas, Lent and Easter, and communicate what they reveal about and celebrate in Jesus' life.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Call to Family, Community, and Participation
Solidarity
Rights and Responsibilities

The Ontario Catholic School Graduate Expectations evident in this lesson include:

CGE1c: Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures

CGE2a: Listens actively and critically to understand and learn in light of gospel values

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GUIDING QUESTIONS (coming out of the Big Idea)

Big Ideas:

- The Church celebrates Palm Sunday to coincide with the Paschal Mystery of Christ's life.
- The Liturgical seasons are marked by specific rituals, prayers, signs, images and colours which have developed throughout the Tradition of the Church.

Scripture Passages:

At the Procession with Palms:

- Mark 11:1-10 or John 12:12-16.

LEARNING GOALS

At the end of this lesson, students will know, understand and/or be able to:

- The significance of the symbol of the palm on Palm Sunday
- Understanding and following the Palm Sunday Liturgy

Success Criteria, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the "look-fors") in relation to curriculum expectations.

INSTRUCTIONAL COMPONENTS AND CONTEXT

Terminology:

- Triumphal Entry
- Procession

Materials:

- iPads/ or tablets,
- student notebooks

Resources:

- Ontario Curriculum Unit Planner
- Storyboard Instructions and Template (*Appendix 1*)
- Exit Card for each student (*Appendix 2*)

Internet Resources:

- **Palm Sunday of the Lord's Passion Mass - Audio**
- <https://www.youtube.com/watch?v=9uo9JXiy1SQ>
- **Palm Sunday Mass at the Vatican**
- <https://www.youtube.com/watch?v=U-LfvTZsRDI>
- **Blessing of the Palm Branches by Pope Francis (3:19 into the video)**
- https://www.youtube.com/watch?v=Gp4YChQP_QE
- **Palm Sunday Jeopardy**
- <https://jeopardylabs.com/play/palm-sunday>

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MINDS ON

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

10-15 minutes

Continued from Lesson 1, students should now have an understanding of the symbols and important ideas connected to Palm Sunday. ***Palm Sunday Jeopardy*** is an interactive way to activate students' prior knowledge and to have them demonstrate what they have learned from the previous lesson.

Have students team up in groups of 3-4. Go to the following Palm Sunday Jeopardy link: <https://jeopardylabs.com/play/palm-sunday> and using a Smart Board, have teams keep track of scores and answer the questions. Students may use electronic resources to search for the answers if necessary. If students are able recall the concepts from the previous lesson, then technology is not recommended.

ACTION

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided -independent)

15-20 minutes

Explore the scripture readings used at the Procession with Palms
Mark 11:1-10 or John 12:12-16

20-30 minutes

After scripture readings, students will watch the clip from Pope Francis' **Palm Sunday Mass at the Vatican - The Blessing of the Palms** (start at 3:19)
https://www.youtube.com/watch?v=Gp4YChQP_QE.

While listening, students are asked to create a Storyboard. See *Appendix # 1* for template and further explanation.

"A storyboard is a series of sketches that frame events (e.g. of a story, film, advertisement) in sequential order. It is used as a visual planning tool for larger presentations in a variety of formats. Each frame consists of scenes or figures with commentary that helps those involved in the production to visualize the story and sequence." (*adapted from the Ontario Curriculum Unit Planner*)

Note: Depending on your students, you may need to play video clip a few times to ensure understanding. The following strategy may assist students to demonstrate their learning:

Tip: Give each student a 3 Card Coded System. Students will respond by raising one of the three cards:

The Green card = I am doing well and understand the activity;

The Yellow Card = I have some questions

The Red Card = I need some help.

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CONSOLIDATION

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

Storyboard Presentations 20-30 minutes - Gallery Walk

Students will share their storyboards in a Gallery Walk (taking a walk around the classroom). Here is how the strategy works:

1. Divide the class in half.
2. Half of the class will get out of their desks and leave their storyboards behind.
3. The other half of the class will remain at their seats as “gallery hosts”.
4. The gallery walkers will now visit the gallery hosts who will explain their storyboards after viewing their “Masterpieces”.
5. After 10-15 minutes, once the gallery walkers have visited all of the exhibits (storyboards), it is time for students to switch roles. The gallery hosts will now become the gallery walkers and gallery walkers will now become the gallery hosts.

The goal of this activity is for each student to be able to display and share his/her work in a fun, informal way.

10 minutes - Exit Card (See Appendix 2)

When students have completed the Gallery Walk, they are asked to complete a short exit card to demonstrate their new understanding of Palm Sunday.

Continued Learning Opportunities

Further extensions to this lesson might include:

- As an extension activity, students may create their own **Palm Sunday Jeopardy** with all of the new information that they have acquired during the first two lessons.

APPENDIX 1 –p1

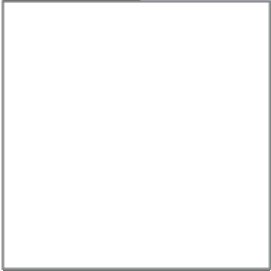
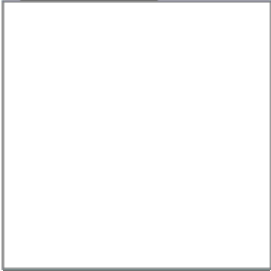
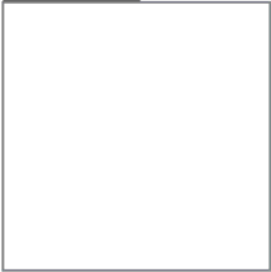
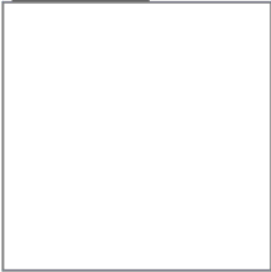
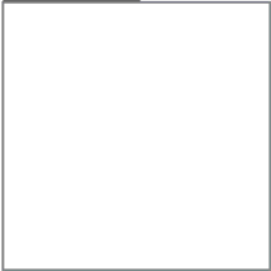
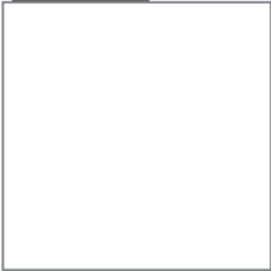
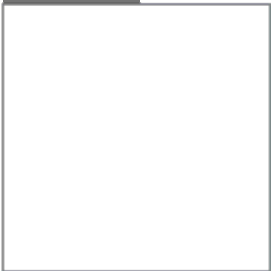
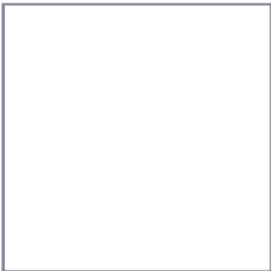
Further Instructions for the Storyboard

Using the following template (see *Storyboard Template, Appendix 1, page 2 below*), create a series of sketches within the frames to retell the events of the Palm Sunday Mass. (e.g. how do they use and bless the palms?)

This includes the specifics of the blessing of the palms. Include within your frames, examples in sequence of these events (e.g. what happens at the beginning of the mass, the middle and the end of the mass for Palm Sunday?).

Write down descriptions to help guide your thoughts in the sequence of the mass.

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<u>STORYBOARD TEMPLATE</u>		APPENDIX 1-p2
Name: _____		Date: _____
Frame # 1 	Frame # 2 	
Description: _____ _____	Description: _____ _____	
Frame # 3 	Frame # 4 	
Description: _____ _____	Description: _____ _____	
Frame # 5 	Frame # 6 	
Description: _____ _____	Description: _____ _____	
Frame # 7 	Frame # 8 	
Description: _____ _____	Description: _____ _____	

APPENDIX 2

EXIT CARD – Palm Sunday

A. During the Palm Sunday Liturgy, there were a few specific items that were different from a Sunday Mass during ordinary time. List the differences (e.g. during the procession what was different, what symbols were used and how?)

1) _____

2) _____

3) _____

B. What did you find interesting about this lesson? (e.g. Is there anything new that you learned or was there anything that caught your attention?)

C. What would you change in this activity and why?

