

# **THOUGH MANY, WE ARE ONE**

## **UNIT 5b**

### **On the Lenten Journey to Holy Week**

#### **Lesson 1**

#### **Understanding and Preparing for Palm Sunday**

## Unit 5b Lesson 1

### On the Lenten Journey to Holy Week

#### Understanding and preparing for Palm Sunday

##### Lesson Overview

Students will gain an understanding of the significance of the palm and the importance of Palm Sunday in preparation for Easter.

**Duration:** 2-3 periods  
60 - 110 minutes

#### CURRICULUM CONNECTIONS

##### Religious Education:

##### Fundamental Concept: CL3

The Celebrations of the Church's Liturgical Year.

**Grade 5 - CL3.1:** Identify and examine a selection of the scripture passages in the New Testament which reveal the divinity of Jesus (e.g. Epiphany, miracles, transfiguration, resurrection) and explain using examples, how images, signs and symbols in the Liturgical year convey this important truth of faith for Christians.

**Grade 6 - BL2:** Demonstrate an understanding of the Church's teaching concerning the mysteries of the hidden and public life of Jesus Christ.

**Grade 6 - CL3.3:** Examine the rituals in the Church's liturgies for Ash Wednesday, Palm Sunday, and the Easter Vigil, and unravel the meaning that each symbol, gesture and word has in relationship to Christ and how it may apply to our Christian 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  
Care for God's Creation

##### 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

**CGE2e:** Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life

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### GUIDING QUESTIONS (coming out of the Big Idea)

#### Big Ideas:

- The Church celebrates the Liturgical seasons (e.g. in this lesson a focus on Lent - more specifically on 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:

- Matthew 21:1-11 (The Triumphal Entry)
- Matthew 21:9b (Praising the Lord as "Hosanna in the highest")

### 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
- the importance of Palm Sunday in preparing for Easter

**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:

- Palm
- Hosanna
- Palm Sunday
- Passion Sunday

#### Materials:

- Bibles
- Simplified reading of Mark 11:1-11 (*see Appendix 1*)
- Frayer Model Graphic Organizer (*see Appendix 2*)
- <https://www.youtube.com/watch?v=O56CiH0dwLw>
- Team Specifics for Group Work (*see Appendix 3*)
- Exit Card (*see Appendix 4*)

#### Video Resource:

- **Happy Palm Sunday Images video**  
<https://www.youtube.com/watch?v=8x3WGjjzEg8>.

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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

Students should be seated in an arrangement that enables discussion.

Students will view the “**Happy Palm Sunday Images video**”

<https://www.youtube.com/watch?v=8x3WGjjzEg8>.

Here is the detailed description of the Discussion Strategy that students will use to discuss the Palm Sunday Questions:

*Discussion p. 34 Ontario Curriculum Unit Planner*

*“Discussion is purposeful talk through which students explore thinking, respond to ideas, process information and articulate their thoughts in verbal exchanges with peers and teachers. Discussion is used to promote and clarify understanding of concepts, ideas and information in all subject areas. It places the emphasis on students talking and listening to each other. Students use discussion to make connections between ideas and experience and to reflect on a variety of meanings and interpretations of texts, experiences, and phenomena.”*

**Students will discuss the following questions:**

1. What is a palm?
2. Why are palms used on Palm Sunday?
3. Why are we celebrating Jesus on Palm Sunday?
4. Why is Palm Sunday also called Passion Sunday?
5. Why is Palm Sunday so important?

Consider the following to help guide discussion:

**PALM BRANCHES** symbolize Jesus’ triumphant entry into Jerusalem. The branches remind us that there are both triumphs and defeats in our lives, but if we maintain our friendship with God, we will ultimately triumph.

Model, using the Frayer Model Graphic Organizer (see Appendix 2), or a graphic organizer of your choice, as a way to record some important terms that students have verbalized while sharing their thoughts about these concepts.

Show the video titled “**God’s Story - Palm Sunday**”.

Have students jot down their ideas using their own copy of the Frayer Model Graphic Organizer (Appendix 2). Share student thoughts and continue to build on the class’ and the students’ graphic organizers.

## Though Many, We Are One - Religious Education for Combined Junior Grades

### ACTION

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

#### 10-15 minutes

Explore the following scripture readings from Matthew as a whole class using a choral reading method (see description of the strategy below), inviting students to highlight words or passages that interest them.

- Read Mark 11:1-11 (The Triumphal Entry)
- Read Matthew 21:9b (Praising the Lord as “Hosanna in the Highest”)

While using a choral reading format for Matthew 21:9b, highlight for students the link between this scripture passage and the text of the “Holy, Holy” in the Celebration of Eucharist.

#### **Choral Reading p.17**

*“Choral reading is a rehearsed oral presentation of a text by a group. Choral reading may be used to engage students at the introduction of a learning experience or to aid the interpretation of text. Through choral reading, students explore sounds and rhythms of language and show appreciation of form. The process also provides a purpose for practicing reading orally and improves reading skills (e.g. students' eyes have to scan the line to keep up with others). Choral reading requires that voices of the group be arranged to effectively interpret meaning (e.g. solos, groups, whole group, volume, tones, rhythms) and in so doing encourages students to use their voices with greater expression, vocal range and skill. As a group activity, choral reading promotes cooperation and enhances self-esteem by allowing individuals to make positive contributions” (Ontario Curriculum Unit Planner).*

#### 40-50 minutes

Students will now get to choose one of the following activities in groups of 4-6 to further extend their understanding of Palm Sunday.

**Teams for Group Work: \*See Appendix 3 for a detailed description of each team's task\***

Group # 1- Research Team

Group # 2- Art Team

Group # 3- Drama Team

Group # 4- Movie Trailer Team

Group # 5- Music Team

### CONSOLIDATION

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

#### 20-30 minutes

#### ***Presentations on The Meaning of Palm Sunday:***

Considerations for the presentation format include a jigsaw format or a whole class presentation.

- Exit card for feedback (see Appendix 4).

## APPENDIX 1

### **Simplified Version of the Gospel**

**Mark 11:1 – 11**

As Jesus and his disciples approached Jerusalem, they came to the towns of Bethpage and Bethany, on the Mount of Olives. Jesus sent two of them on ahead. *“Go into that village over there,”* he told them, *“and as soon as you enter it, you will see a colt tied there that has never been ridden. Untie it and bring it here. If anyone asks what you are doing, just say, ‘The Lord needs it and will return it soon.’”*

The two disciples left and found the colt standing in the street, tied outside a house. As they were untying it some bystanders demanded, *“What are you doing untying that colt?”* They repeated what Jesus had told them to say and they were permitted to take it. Then they brought the colt to Jesus and threw their garments over it and He sat on it.

Many in the crowd spread their coats on the road ahead of Jesus and others cut leafy branches in the fields and spread them along the way. He was in the centre of the procession and the crowds all around him were shouting,

*“Praise God!*

*Bless the one who comes in the name of the Lord! Bless the coming kingdom of our ancestor David! Praise God in the highest heaven!”*

So Jesus came to Jerusalem and went into the temple. He looked around carefully at everything, and then He left because it was late in the afternoon. Then He went out to Bethany with his twelve disciples.

## APPENDIX 2

### The Frayer Model

Definition (in own words)	Facts/Characteristics
Examples	Non-Examples

Word

## APPENDIX 3

### Team Specifics for Group Work

#### **1- Research team**

The research team will be using electronic devices (e.g. iPads/tablets or Chrome books) to find different online versions of the Gospel (Matthew 21:1-11). You will be looking for different translations of the text, video(s) or picture book(s) versions. The purpose of this research is to find interesting and eye catchy videos, pictures, and print resources to help increase class interest and engagement and/or to help guide students' understanding. This will be presented to the class as a team using your research (e.g. projecting your iPad/Chrome book or tablet to the smart board for the rest of the class to see).

#### **2- Art Team**

The art team will create palm crosses using the following YouTube link titled "How to Make a Palm Cross" <https://www.youtube.com/watch?v=oT-0Z6YSJoU> or by finding your own link.

**Note:** you may substitute the palm with construction paper using the following link: "DIY Palm Crosses - from simple art supplies, watercolor, paper, pen".

[https://www.youtube.com/watch?v=Wds\\_CXYYyL4](https://www.youtube.com/watch?v=Wds_CXYYyL4).

This will be demonstrated to classmates so that every student will learn how to make palm crosses.

#### **3- Drama Team**

The drama team will create a dramatic portrayal of "The Triumphal Entry". It is recommended that you refer to the simplified version of Matthew's Gospel which should help your understanding of the passage. The production will be presented in front of the class.

#### **4- Movie Trailer Team**

The movie trailer team will use iPads (e.g. iMovie) or tablets (e.g. windows movie maker) to create a one minute movie trailer (you may consider the following link as a guide: "Palm Sunday" <https://www.youtube.com/watch?v=IQ23ryYK8ac>). This movie trailer will be presented to the class using the Smart Board or projector for everyone to see.

#### **5- Music Team**

The music team will be tasked with finding an appropriate song about Palm Sunday, learning to sing and/or play it, and then teaching it to the rest of the class.



**APPENDIX 4**

**EXIT CARD – Palm Sunday Group Activity**

**2 Stars, I Wish**

Use the template below to provide feedback on your group activity. Record two things that you feel you or your group members did well when completing the Palm Sunday Group Activity. Then record one suggestion that you feel that you or your group could improve upon.

1 \* \_\_\_\_\_

\_\_\_\_\_

2\* \_\_\_\_\_

\_\_\_\_\_

1 Wish:

\_\_\_\_\_

**Explain why Palm Sunday is important in preparing for Easter.**

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