

# UNIT H – YEAR 5

## HOLY WEEK

### ABOUT THE UNIT

In this unit children will gain a greater knowledge and understanding of the last week of Jesus' life and how the Church celebrates this week through liturgy and prayer.

### WHERE THE UNIT FITS IN

This unit is built on all previous units on Holy Week. It provides an opportunity for a greater in-depth analysis of the last days of Jesus' life.

### PRIOR LEARNING

It is helpful if children have:

- knowledge of some of the parts of the Holy Week story.

### SKILLS

Reading and reference skills, research skills, mapping skills, thinking skills, speaking and listening, interpreting symbolism.

### VOCABULARY

Holy Week, Jerusalem, Palm Sunday, betrayal, Gethsemane, Pilate, crucifixion, Passover, vocabulary.

### ASSESSMENT

**At the end of this unit:**

**Most children will** know many of the events of the last week of Jesus' life.

Understand the reasons why some people wanted to kill Jesus. Know the story of the Passover and recognise key links between this story, the Last Supper, and the celebration of Mass.

**Less able children will** know and be able to recall in discussion and writing key events that took place in the Final week of Jesus' life.

**More able children will** have a more developed knowledge of the story of Holy Week. They will be able to understand why his death was necessary.

Pupils will be able to discuss and write about some of the important places and people in Jerusalem at this time.

A.T.1	A.T.2
3a	3b
3b	3c
4a	4a
2a	2a
2b	2b
2c	
3a	3b
4a	4a
4b	4b
4c	4d

PROGRAMME OF STUDY	TEACHING STRATEGIES	LEARNING OUTCOMES	FURTHER DEVELOPMENT
<p><b>R4</b> Hear, read and explore the Gospel accounts of key events in the life of Jesus, e.g. Finding in the Temple, Baptism.</p>	<ul style="list-style-type: none"> <li>• Revise and recall with the children everything they can remember about the last week of Jesus' life.</li> <li>• Create a "Holy Week Web". Recall names of people, places and events that took place during this week.</li> <li>• Look at the map of the Holy Land and trace the journey of Jesus from Bethany to Jerusalem on Palm Sunday.</li> <li>• Share the story of Palm Sunday from St. Luke's Gospel.</li> <li>• Were all the people praising and shouting for Jesus when he entered Jerusalem?</li> <li>• What did Jesus say to the Pharisees when they asked him to tell his disciples to be quiet? Why do you think he said this? Why did the Pharisees want the people to be quiet ?</li> <li>• What do you think all the followers of Jesus thought about him as they praised him?</li> <li>• What titles did they give to Jesus.</li>   <li>• Look at a map of the city of Jerusalem. Identify important places associated with the story of Holy Week (e.g. Temple, Upper Room, Mount of Olives, Pilate's House, etc.)</li> <li>• Use glossaries from bible reference books and the internet to research information about the Temple in Jerusalem.</li> <li>• Why was this an important building for the Jewish people?</li> <li>• What did they do in the Temple .</li> <li>• Can the children recall incidents from the life of Jesus when he was in the Temple ?</li> <li>• You might play a game of charades to help the children recall important events such as the Presentation or the Finding in the Temple.</li> <li>• Read the story of Jesus driving out the traders from the Temple.</li> <li>• From all that you know about the Temple find reasons to support this action of Jesus.</li> <li>• Create a newspaper report about this event. Interview Jesus and one of the traders and allow them to put their points of view about their different activities in the Temple.</li> <li>• Summarise at the end why you think Jesus was right to do what he did.</li>   <li>• Explain to the children that many people wanted to get rid of Jesus because they saw him as a troublemaker and they did not like his preaching and popularity with the people .</li> <li>• Research information about the Jewish High Priest and the Sanhedrin and find out reasons why they were opposed to him.</li> <li>• Explore the story of Judas plotting to betray Jesus.</li> <li>• What reasons can the children come up with that explain this betrayal?</li> <li>• Write a letter as Judas indicating your reasons for betraying Jesus.</li> </ul>	<p><b>R4</b> That the Gospels proclaim that Jesus is the fulfilment of God's promises; that Jesus' death on the cross expressed his love for his Father and for all people, and changed the world.</p> <ul style="list-style-type: none"> <li>• Know the story of the entry of Jesus into Jerusalem.</li> <li>• Understand some reasons why the coming of Jesus to Jerusalem was not popular with everybody.</li> <li>• Be able to consider reasons why the followers of Jesus rejoiced at his entry into Jerusalem.</li>   <li>• Know the story of Jesus driving the traders from the Temple.</li> <li>• Understand that this was a sacred place for the Jewish people.</li> <li>• Be able to consider the thoughts of Jesus and the traders at this event.</li>   <li>• Know the story of the betrayal of Jesus.</li> <li>• Understand reasons why some people wanted to do away with Jesus.</li> </ul>	<p>Create a map of the city of Jerusalem for display in the class.</p> <p>Find pictures of places in Jerusalem associated with the life of Jesus. Use the internet as a research tool.</p>

PROGRAMME OF STUDY	TEACHING STRATEGIES	LEARNING OUTCOMES	FURTHER DEVELOPMENT
	<ul style="list-style-type: none"> <li>• Read the story of the Last supper from the Gospel of Luke. What special Jewish meal was Jesus celebrating with his apostles?</li> <li>• Using library books and possibly the internet, find out information about the Jewish Feast of Passover.</li> <li>• Recall previous learning from year Four about Moses being called by God to lead the people of Israel from Egypt to their own land.</li> <li>• Recall with the children the story of the plagues and share the story of the Passover from the Book of Exodus.</li> <li>• What does this tell us about God's care for his people</li> <li>• Introduce the children to the ritual food of the Passover.</li> <li>• Children to identify and find out the meaning of each item of the Seder plate.</li> <li>• Children to draw pictures of the items on the Seder plate and write a brief explanation about them.</li> <li>• Lead the children through a simple celebration of the Passover.</li> <li>• Focus on the questions that Jewish children ask at a Passover meal and the explanations that are given.</li> <li>• Learn some prayers and songs from this celebration.</li>   <li>• Reflect with the children that the Passover was the story that Jesus and the apostles were remembering and the meal they were celebrating.</li> <li>• Focus on what Jesus did with the Passover bread and wine. What new meaning did he give to them?</li> <li>• Read aloud with the children the words of the Institution of the Eucharist from the Last Supper story. What do they tell us about Jesus' forthcoming suffering and death?</li>   <li>• Recall that at the celebration of Mass the bread and wine become the Body and Blood of Christ and those same words of Jesus are said again. Explain to the children that this is one of the reasons the Mass is called a sacrifice.</li> <li>• Children to create a "Power-Point" style presentation on the story of the Passover and link this to Jesus' celebration at the Last Supper and what Catholics now celebrate at Mass.</li> <li>• Return to the map of the City of Jerusalem. Trace the journey Jesus and the apostles would have made from the Upper Room to the Garden of Gethsemane.</li> <li>• Read the prayer of Jesus to God his Father in the Garden. What was he asking God his Father to do? What was Jesus agreeing to do?</li> <li>• Draw a picture of the scene at Gethsemane and some speech bubbles to capture Jesus' feelings and prayer at this event.</li>   <li>• Share with the children the story of Jesus before Pilate.</li> <li>• What were the charges that were levelled against Jesus? Make a list of the accusations.</li> <li>• Focus on words of Jesus and words of Pilate in pairs – each in role.</li> <li>• What made Pilate give in to the crowd at the end?</li> <li>• "Hot Seat" Pilate to defend his actions.</li> <li>• How did Jesus react in all of this? Did he fight against his arrest, trial and</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Jesus was probably celebrating the Passover at the Last Supper with his disciples.</li> <li>• Know some elements of the ritual of the Jewish Passover.</li> <li>• Know some of the prayers, psalms and songs associated with the Jewish Passover</li> <li>• Be able to name some of the symbols and artifacts associated with the Passover and explain their meaning.</li>   <li>• Know that the celebration of the Mass recalls and makes present the Sacrifice of Christ on the Cross.</li>   <li>• Know some of the things that Jesus said to God his Father when he prayed in the Garden of Gethsemane.</li> <li>• Be able to imagine some of his thoughts and feelings at this time.</li>   <li>• Know the story and setting of the Passion of Jesus in detail.</li> <li>• Understand some reasons why Jesus freely accepted death on the cross in obedience to his Father.</li> </ul>	<p>Find a video presentation of the Passover for the children to watch.</p> <p>Revise the words and actions of the priest at Mass. Remind the children that the priest acts in the person of Christ at Mass when he does what Jesus did at the Last Supper.</p> <p>Explore with the children that this was the prayer of Jesus prayed in a moment of suffering. Ask the children to think about people who suffer in the world today and to create prayers for their intentions.</p>

PROGRAMME OF STUDY	TEACHING STRATEGIES	LEARNING OUTCOMES	FURTHER DEVELOPMENT
	<p>sentence to death?</p> <ul style="list-style-type: none"> <li>• Why do you think that Jesus willingly accepted the verdict that he was to die?</li> <li>• Help the children to answer these questions by returning to the prayer of Jesus in the Garden of Gethsemane. What does this tell us about Jesus accepting his suffering and death?</li> </ul> <ul style="list-style-type: none"> <li>• Revisit the map of Jerusalem and trace the journey that Jesus would have made from Pilate's House to Golgotha where he was crucified.</li> <li>• Visit your church and look again at the Stations of the Cross which tell the story of the carrying of the cross and the death of Jesus.</li> <li>• Focus on some key Stations. Include the condemnation of Jesus to death, a fall of Jesus, Simon of Cyrene, Veronica, Jesus meets his Mother and the death of Jesus.</li> <li>• Ask the children to work in groups and discuss what they can see in the station they have chosen. Focus on the expression and the possible thoughts of the characters.</li> <li>• Children to write a short reflection in the role of one of the characters in the Station. These could then be shared with the rest of the class to aid reflection.</li> <li>• Word-process key words and phrases from the reflection and add these to pictures of the Stations around the school or in the class.</li> <li>• Children to produce some art work on the Stations of the Cross.</li> <li>• The Stations of the Cross serve as an important reminder for Christians today about how they are called to live in the world.</li> <li>• What do the figures of Simon of Cyrene and Veronica teach us?</li> <li>• Explore with the children the meaning of the words "service" and "compassion". In what way do these two words epitomise Simon of Cyrene and Veronica?</li> </ul> <ul style="list-style-type: none"> <li>• Holy Week is a special celebration in the life of the Church. How does the parish celebrate the last few days of the life of Jesus?</li> <li>• Research what takes place on Palm Sunday, Maundy Thursday and on Good Friday.</li> <li>• Explain to the children that the days from Maundy Thursday until Easter are called the Easter Triduum.</li> <li>• Ask the children to think about why these are the most important days in the Church year</li> <li>• Children to think about why a procession with palms takes place on Palm Sunday and why the washing of feet takes place during Mass on Maundy Thursday.</li> <li>• Explain to the children that the church is stripped of lots of its important artefacts on Good Friday to symbolise this being a day when we remember the death of Jesus.</li> <li>• Focus on the Veneration of the Cross that takes place during the liturgy on Good Friday. Why do you think this happens?</li> <li>• Explain to the children that the most important ceremony of Holy Week is the Easter Vigil that takes place in the dark on Holy Saturday night.</li> <li>• Begin to research some information about the Easter Vigil and the symbols of fire, light and water that are used during this important ceremony.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and be able to discuss some of the reasons why Pontius Pilate allowed Jesus to die.</li> <li>• Know that the Stations of the Cross are a form of prayer that recall the journey of Jesus to Golgotha and his death on the cross.</li> <li>• Be able to imagine the thoughts and the feelings of Veronica and Simon of Cyrene at they met Jesus on his journey.</li> </ul> <ul style="list-style-type: none"> <li>• Know that the last three days of Holy Week are called the Triduum.</li> <li>• Understand why these are the holiest days in the Church's year when we commemorate the death and resurrection of Jesus.</li> </ul>	<p>Create a class display of Jesus before Pilate. Word-process the accusations and charges that were brought against Jesus and add these to the display. Create some "Wanted" posters with the charges brought against Jesus included in them.</p> <p>Display some of the pictures of the Stations of the Cross in the class.</p>

PROGRAMME OF STUDY	TEACHING STRATEGIES	LEARNING OUTCOMES	FURTHER DEVELOPMENT
	<ul style="list-style-type: none"> <li>• Use the parish newsletter to discover times of the Holy Week liturgies. Discuss reasons why we have these services.</li> <li>• Make posters to display around school and to take home to encourage people to attend</li> </ul>		

## **RELATED SCRIPTURE**

*Mt. 21-27*

*Mk. 11-15* – All of these contain parts of the story of Holy Week *Lk. 19-23*

*Jn. 13-19*

*Exodus 12-13* – The Festival of Passover

*Exodus 14-15* – The Crossing of the Red Sea and The Song of Victory

*Psalms 113 (114)* – Israel comes out of Egypt

## **COLLECTIVE WORSHIP**

- Use some prayers from the Passover Story during Collective Worship.
- Create some prayers of thanksgiving for the gift of the Eucharist.
- Role-play during a liturgy the Washing of the Feet.
- Hold a liturgy of the Veneration of the Cross.

## **OTHER LINKS**

Multi-cultural: An understanding of the Jewish Passover is essential to this Unit of work.

Geography links: Find out about the City of Jerusalem today.

School-Parish links: Focus on the Holy Week Ceremonies.

## **EVALUATION**

**What went well?**

**Which areas of planning need to be developed/adapted next time?**

**What needs to be revisited/developed in a later unit?**