

## Lesson #2-30 (Extended)

# *Holy Week and Easter*

Mark 11:1-11; 15:16-39; 16:1-8

PK-2<sup>nd</sup>

### **Key Verse:**

“Blessed is the coming kingdom of our ancestor David! Hosanna in the highest heaven!”

Mark 11:10

Now when the centurion, who stood facing him, saw that in this way [Jesus] breathed his last, he said, “Truly this man was God’s Son!”

Mark 15:39

“Do not be alarmed; you are looking for Jesus of Nazareth, who was crucified. He has been raised; he is not here.”

Mark 16:6

### **The Point:**

We can celebrate Jesus, the crucified and risen king.

### **Making Connections:**

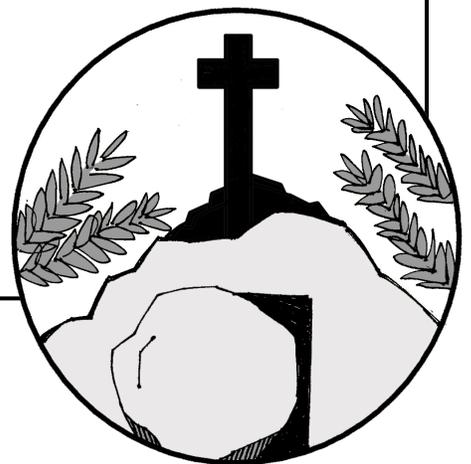
God’s Triumph

### **Bible Nuts & Bolts:**

Understanding Culture and Customs

### **Spiritual Practice:**

Worship



# Activities a la Carte

## Activities

## Supplies

### Story Centers (PK-K)

15 min.

#### *Palm Branches*

Color palm leaves and wave them in celebration.

#### *Parade*

March in a parade.

#### *Fingerprint Cross*

Make a symbol of the crucifixion.

#### *Anointing Spices*

Smell different scents.

- † Palm-shaped leaves cut from paper
- † Green and brown crayons

- † Instruments
- † Streamers
- † Music player

- † Cardstock
- † Masking or painter's tape
- † Washable ink pads

- † Assorted aromatic spices

### Into the Story (PK-2<sup>nd</sup>)

#### *Jesus Comes to Jerusalem*

Untie knots with a partner.

#### *What a Surprise*

Celebrate the resurrection.

5 min.

- † Braided cord

5 min.

- † None

# Activities a la Carte

## *Bible Nuts & Bolts (1<sup>st</sup>-2<sup>nd</sup>)*

### *Understanding Culture and Custom*

Compare customs and cultures.

10 min.

- † Illustrated Bible
- † Optional: Bible encyclopedias or atlases

## *Learning the Story (PK-2<sup>nd</sup>)*

### *Jesus Arrives*

Act out the story of Jesus' triumphal entry.

10 min.

- † Activity Sheet #2-30.A

### *Jesus Dies and Lives Again*

React to Jesus' crucifixion and resurrection.

10 min.

- † Activity Sheet #2-30.B

## *Living the Story (PK-2<sup>nd</sup>)*

### *Prayer Jars*

Create picture cues for worship.

10 min.

- † Quart size jars
- † Index cards
- † Colored pencils, markers, or crayons

### *Prayer Jar Worship*

Use printed cues for worship.

5 min.

- † Prayer jars from Living the Story

## *Singing the Story (PK-2<sup>nd</sup>)*

### *Hosanna to the Lord*

Sing a piggyback song to the tune of "Mary Had a Little Lamb."

5 min.

- † None

# Activities a la Carte

## Additional Activities

### *Follow the Cloaks (PK-2<sup>nd</sup>)*

Take turns riding a colt like Jesus did.

10 min.

- † T-shirts
- † Masking or painters tape

### *Smelling Center (PK-2<sup>nd</sup>)*

Guess the smell.

10 min.

- † Vegetables
- † Spices
- † Perfumes
- † Containers

### *Mis for Messiah (PK-2<sup>nd</sup>)*

Color a letter M while learning the definition of Messiah.

5 min.

- † Activity Sheet #2-30.C
- † Crayons or markers

### *Leafy Cookies (PK-2<sup>nd</sup>)*

Decorate palm shaped cookies.

5 min.

- † Leaf-shaped cookies
- † Green frosting
- † Sprinkles
- † Plastic knives
- † Plates

### *Bible Book (PK-2<sup>nd</sup>)*

Optional ongoing activity.

5 min.

- † Bible Book page (found at end of lesson)
- † Cardstock or plain paper
- † Pens or pencils
- † Markers or crayons
- † Optional: three-ring binders, hole punch

## Sending the Story

5 min.

- † None

# *Background for Teachers*

## **Note for Leaders**

As many congregations do not hold Christian education the week of Easter, this Teacher's Guide has been extended, or lengthened, and is designed to be used flexibly. If your class does not meet on Easter Sunday, this lesson is to be used the following Sunday. As usual, you will not be able to cover all components, but you can pick and choose what you can accomplish in the time frame you have. If you do meet on Easter Sunday, there are enough components, and the components are slightly more involved, so they will easily extend over two weeks.

## **Making Connections**

Last week we read Mark's warning of the need to stay faithful and be prepared for times of difficulty to come. This week, the lesson is designed for Palm Sunday and the beginning of Holy Week. This week we will move backward in the Bible (from Mark 13 to Mark 11). Next week, your students will continue to learn more of the Easter story as they move forward in the Book of Mark to the story of the empty tomb and the ascension.

## **Story Summary:**

### ***Holy Week and Easter***

Jesus, the Messiah, rides into Jerusalem on a colt as people shout "Hosanna!" Later that week, this Messiah is led out to his death. He is crucified and mocked. He cries out to God and then dies. The temple curtain is torn. A centurion declares that Jesus was God's Son. It appears that our Messiah has failed.

However, three days later, several women go to Jesus' tomb and discover the tomb is empty. A young man tells them that Jesus has been raised and that they should go tell his disciples to meet him in Galilee. Out of fear and amazement, the women run away. They go but tell no one. So, we wonder, how did the news get out if they did not tell? How do *we* tell this story?

## **The Point**

**We can celebrate Jesus, the crucified and risen king.**

If one were to stage today's reading as a stage drama, there would be a scene change between the two segments. Energy, props, and lighting would change. The atmosphere would change. The final part of today's reading brings us from Holy Week, through the passion story, and into the resurrection. From the fulfillment of prophecy and frenzied crowds, to the sorrow of death, and finally the amazing resurrection, we shift our minds as we journey through this story.

## **Bible Nuts & Bolts:**

### ***Understanding Culture and Customs***

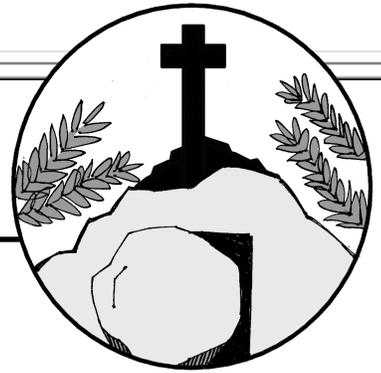
The books of the Bible were written in specific time periods in specific cultures. The writers of the Bible wrote for an audience that shared their knowledge of the culture and customs of the day. We live nearly 2,000 years after the New Testament was written. It is important to try to understand the Bible in its original context to better understand the message.

## **Spiritual Practice: Worship**

Our stories in this extended lesson range from the excitement of the triumphal entry, to the heartbreak of the crucifixion, to the amazement of the resurrection. The disciples are experiencing emotions of every type. We often feel the same during times of worship, and do not know where to begin. Should we be raising praise? Or asking for guidance? Or are we buried in sorrow? Having a prompt can help children focus on a way to worship and pray when things feel overwhelming.



# Lesson Plan



## Story Centers (PK-K; 15 minutes)

Story Centers are mini-activities designed specifically for preschool and kindergarten students. Depending on the size of your class, you can set these up as centers for in-class rotations or do them as a whole class one after another. In most preschool and kindergarten classes, these centers along with a snack, the “Learning the Story” activity, and the “Living the Story” activity will fill the education time, but feel free to choose any activity you think would be fun and appropriate for your class.

### *Palm Branches*

Set out an assortment of palm-shaped leaves cut out of plain paper with slits cuts down both sides to create fringes, along with a collection of crayons in various shades of green and brown. Encourage students to color their cutouts with the provided crayons, and when done, to wave their palms in the air, welcoming Jesus to town.

### *Parade*

Provide instruments and streamers. Play music, and encourage students to march around in their own parade.

### *Fingerprint Cross*

Before class, make crosses out of painter’s or masking tape on pieces of cardstock. Provide washable ink pads, and allow students to fingerprint around the tape cross. Remove the tape, revealing the cross image on the white paper. Use wet hand wipes to clean their fingers.

### *Anointing Spices*

Provide assorted aromatic spices. Allow students to smell the different scents.

## *Into the Story (PK-2<sup>nd</sup>; 5 minutes)*

### *Jesus Comes to Jerusalem*

Untie knots with a partner.

*You will need:*

- † Braided cord

*Before class:*

1. Tie simple knots using an assortment of thick braided cords. Be sure to keep the knots loose enough for students to easily untie.

*During class:*

1. **When Jesus was about to enter Jerusalem, he asked two of his disciples to go and untie a colt for him to ride. How many disciples did he send? [Two.] What did Jesus ask the disciples to untie for him? [Colt, donkey, small horse, etc.]**
2. **Jesus told his disciples that people might ask what they were doing, and if they did, that they should answer that Jesus needed the colt and Jesus would send it back right away. What did Jesus tell the disciples to say if people asked them what they were doing? [Jesus needs this colt; Jesus will send it back right away.]**
3. **After the disciples brought the colt back to Jesus, Jesus rode it triumphantly into a certain town. Do you remember what town that was? [Jerusalem.]**
4. **As we celebrate Jesus' triumphal entry into Jerusalem, let's try untying knots such as those that may have been used to tie the colt in place.**
5. Pair the students and give each pair a set of ropes knotted together to untie as a team.
6. If desired, create a contest to see who can untie their knot fastest.
7. **Sometimes knots can be very tricky to untie, but Jesus' disciples were able to fulfill the request given to them by Jesus. Let's remember Jesus riding into Jerusalem on his small colt every time we untie a knot today and all this week.**

## *What a Surprise (5 minutes)*

---

Celebrate the resurrection.

*You will need:*

- † Nothing

*During class:*

1. **Today we are hearing the best ending to a story ever: the story of Jesus coming back to life! Can you imagine what that must have been like? Jesus' friends saw him die on the cross, and they were very sad. But three days later, some of Jesus' friends went to the tomb where he was buried. They were going to honor him by placing spices on his body, but he was gone!**
2. **What do you think you would have said if you were there for this amazing surprise? On the count of three, let's all make surprised faces and say, "Jesus is alive!" Ready? One, two, three! Allow students to react.**
3. **Let's hear some more of this exciting story.**

## *Bible Nuts & Bolts (1<sup>st</sup>-2<sup>nd</sup>; 10 minutes)*

### *Then and Now*

Compare customs and cultures.

*You will need:*

- † Illustrated Bibles
- † Optional: Bible encyclopedias or atlases

*Before class:*

1. Gather enough illustrated Bibles or other illustrated biblical reference books so students can see one.

*During class:*

1. **We live in a very different place and time from that of first-century Palestine, which was the setting for many stories in the Bible. More than two thousand years have passed since the time of many of the New Testament stories, and many customs and cultures have changed since then.**
2. **When a story is told about a place and time so different from the one with which we are familiar, parts of that story can be confusing or unclear. In order to better understand the story, it can be helpful to compare and contrast different elements of the cultures and customs of our time and place and the time and place of the story.**
3. **There are many differences between current day in North America and first-century Palestine. Can you think of what some of those differences may be?** *[Language, clothing, housing, etc. Prompt the students if they do not mention all three of those differences.]*
4. **The houses of first-century Palestine were typically small, one or two room structures with dirt floors and low, flat roofs where people would sleep during hot nights. Does anyone here live in a house like that? *[No.]* What kind of floors do houses have today? How do houses help us stay cool during hot weather or warm during cold weather?**
5. **During first-century Palestine, people shared a communal area within groupings of houses where they did their chores. In order to cook and clean, they had to carry water to them from a public well that might have been far away. Have any of you ever had to carry a large container of water for a long distance? Allow answers. What kinds of**

things do you have in your house to help your family keep clothes and dishes clean? [*Sinks, dishwashers, washer and dryer.*] Does anyone have to take their clothes to a laundromat? Can you imagine having to walk there and back with all of your clothes?

6. Languages are also different. The common languages of first-century Palestine were Greek, Hebrew, Aramaic, and Latin. The common languages of 21st century North America typically include English, Spanish, and French.
7. Using illustrated Bibles or other reference books, give participants time to search for pictures of houses, food, environment, and people representative of first century Palestine as you continue the discussion.
8. **Find a picture of a house in the New Testament section of the illustrated Bible. What differences and similarities do you see between the pictured house and your own?** [*Dirt floors versus cement floors, flat roofs versus gables, etc.*]
9. **Clothing worn during the time of the New Testament usually included robes, sandals, and a white cloth over the head to protect skin from the sun. Almost all of the clothes were handmade by a member of the family, and most people had only one or two garments. Find pictures of people. What differences and similarities do you see between the pictured people and the people you see today?** [*Clothing, posture, jewelry, makeup, etc.*]
10. **The way food was prepared and eaten two thousand years ago was very different than the way we make and eat our meals today. Back then, only the women prepared the meals. Everyone ate fresh food like bread, cheese, milk, wine, vegetables, fruit, fish, and chicken. Most foods were boiled or stewed in a big pot and seasoned with salt, onions, garlic, cumin, coriander, mint, dill, and mustard. When it was time to eat, the food was usually served from one common bowl, and the people ate by dipping into the bowl with their fingers. Find pictures of a food. What differences and similarities do you see between the pictured food and the food you normally eat?** [*Served in a large common bowl rather than on individual plates more common today, served at a low table or on the floor rather than at the tables we are more used to today, etc.*]
11. **There are many differences between the cultures and customs of first-century Palestine and the culture and customs of today, and the more we understand these differences, the more the stories of the New Testament will make sense to us.**



## *Learning the Story (PK-2<sup>nd</sup>; 10 minutes)*

### *Jesus Arrives*

Act out the story of Jesus' triumphal entry.

*You will need:*

- † Activity Sheet #2-30.A

*During class:*

1. Gather the students and tell them to follow you in a short parade as you begin the story of the day.
2. **When Jesus rode into Jerusalem on a small donkey, the people all cheered, "Hosanna!" As you listen to this story about Jesus' triumphal entry, repeat after me every time I say, "Hosanna!"**
3. Read from Activity Sheet #2-30.A, encouraging students to echo and imitate you as the story progresses.
4. **The people of Jerusalem showed their faith and love to Jesus through their words and deeds. Let's remember to show our love to Jesus today and every day through our own words and deeds!**

### *Jesus Dies and Lives Again (10 minutes)*

React to Jesus' crucifixion and resurrection.

*You will need:*

- † Activity Sheet #2-30.B

*During class:*

1. Gather the students and lead them in a short parade as you begin the story of the day.
2. **In our last story, we heard about Jesus riding into Jerusalem on a small donkey. Do you remember? The people all cheered, "Hosanna!" But the story was not happy for long. The story actually became very sad. But do not worry: the story has a happy ending!**
3. Read from Activity Sheet #2-30.B, encouraging students to echo and imitate you as the story progresses.
4. **This story sure has lots of twists and turns! First the people of Jerusalem shouted "Hosanna." But then Jesus was killed on a cross. But then God raised Jesus from the dead! What an amazing story!**

# *Living the Story (PK-2<sup>nd</sup>)*

## *Prayer Jars (10 minutes)*

Create picture cues for worship.

*You will need:*

- † Quart size jars
- † Index cards
- † Colored pencils, markers, or crayons

*During class:*

1. **The women in the story today used spices to anoint Jesus' body as a sign of worship. Maybe they carried these spices to the tomb in special jars. We can use a jar to help us worship Jesus, too. Instead of filling our jars with spices, let's fill them with notes and drawings of ideas to help us worship and pray.**
2. **There are so many ways we can talk to Jesus when we take the time to pray, but sometimes we can feel stuck or frozen, and not sure how to start our prayers for the day. By writing down our ideas right now, using words and pictures, and putting them in these jars, we can turn them into reminders of ways to worship the risen Jesus!**
3. **Today we will make these jars to help us worship and pray together, and next week we will use them to lead our worship time. So let's think about worship and prayer. As we talk about the answers to these questions, draw pictures or write words on the notecards that help you think of things to praise and thank Jesus for in worship.**
  - **When we pray, we often ask Jesus for help. What are some other things you may want to talk to Jesus about when you pray?**
  - **What are things that you are thankful for?**
  - **What are things that you would like Jesus to know?**
4. **Give the students time to write and draw on their index cards. Have them fold each in half and put in their jar. Help students to spell and write as needed. Encourage pictures or icons if needed.**
5. **After the allotted time is over, gather students back together and ask for volunteers to show and what they wrote and drew on their cards.**

## *Prayer Jar Worship (5 minutes)*

---

Use picture cues for worship.

*You will need:*

- † Prayer jars from Living the Story

*During class:*

1. **Last week, we made prayer jars to help us remember ways to worship Jesus. Maybe we want to thank Jesus, or ask for help, or to simply talk to Jesus about what is on our hearts. Let's use those prayer jars to guide our worship time.**
2. Allow students to open their jars and read cards as time allows. Spend time talking about or praying for the things written on the cards.
3. Remind students to bring their prayer jars home and to use them in their daily prayer.

---

## *Singing the Story (PK-2<sup>nd</sup>; 5 minutes)*

---

### *Hosanna to the Lord*

---

Sing a piggyback song to the tune of “Mary Had a Little Lamb.”

Hosanna to the Lord on high, Lord on high, Lord on high!  
Hosanna to the Lord on high, praises to our King!

## *Additional Activities*

---

### *Follow the Cloaks (PK-2<sup>nd</sup>; 10 minutes)*

---

Take turns riding a colt like Jesus did.

*You will need:*

- † T-shirts
- † Masking or painters tape

*Before class:*

1. Create a masking tape ‘road’ through the classroom to be used as the road upon which Jesus rode into Jerusalem.

*During class:*

1. **When Jesus entered Jerusalem, he was riding on a small colt that his disciples had covered with a simple cloak in order to try and make it a little more conformable for Jesus. In the same way that the disciples had tried to ease Jesus’ ride on the colt, the people of Jerusalem tried to ease Jesus’ ride into town by throwing down palm branches and their robes along the road to smooth his path.**
2. Select a student to be the first to play the part of Jesus riding the colt.
3. Pass out t-shirts to all other students and direct them to lay their t-shirts down along the masking tape road as the student playing Jesus “rides” closer.
4. Repeat as many times as possible to allow each student a chance to play the role of Jesus.
5. After the activity, gather students back together. **Why do you think the people threw their cloaks onto the road for Jesus?** *[To welcome him, to honor him, to make him more comfortable, because they were excited.]* **How do you think Jesus felt about that?**

## *Smelling Center (PK-2<sup>nd</sup>; 10 minutes)*

Smells remind us of worship.

*You will need:*

- † Vegetables
- † Spices
- † Perfumes
- † Containers

*Before class:*

1. Place one strong-smelling item in each container. Frankincense and myrrh could be a fun connection for the students if you can find them.

*During class:*

1. **The women were going to the tomb to show honor to Jesus by bringing spices to anoint his body. Can you think of other stories about Jesus when people brought sweet-smelling spices to honor him?** [*The story of the wise persons bringing frankincense and myrrh, the story of the woman anointing Jesus' feet with oil.*]
2. **There are many smells that we know, in pleasant ways and not so pleasant ones as well! Smells play an important part in our worship and our traditions. What kinds of smells do you think of when you think about our church?** [*Candles, incense, cleaning products, wine, perfumes, etc.*]
3. **How many smells do you think you can identify?**
4. Call students up one at a time to smell the prepared containers and guess what is inside.
5. When the contents are guessed, the next container may be brought out.
6. Continue until all containers are identified or until time runs out.
7. When the activity is over, gather the class back together and discuss the different aromas. Which smells did the students enjoy? Which ones did they not like? Did any scents stir memories for them?

## *MisforMessiah (PK-2<sup>nd</sup>; 5 minutes)*

Color a letter M while learning the definition of Messiah.

*You will need:*

- † Activity Sheet #2-30.C
- † Crayons or markers

*Before class:*

1. Make one copy of Activity Sheet #2-30.C for each student.

*During class:*

1. **When Jesus entered Jerusalem in triumph, he was cheered and celebrated as the long-awaited Messiah. The word “triumph” means that when Jesus came into the city, the people were excited and happy to see him, because they knew that Jesus was their long-awaited hero! What do you think the word “messiah” means? Let’s figure out what the word “Messiah” means so we can understand why the people were so excited.**
2. Pass out Activity Sheet #2-30.C.
3. **Listen carefully to the following list that is all about the Messiah, and while you are listening, color the designs and picture on your activity sheet to show what Messiah means to you.**
4. Read the following list, allowing time for students to write and color as the reading progresses:
  - The word Messiah comes from the word *mashiach* [ma-SHE-awk], which means “the anointed one.”**
  - The Messiah is a leader.**
  - The Messiah is a son of David.**
  - The Messiah is smart.**
  - The Messiah knows the rules.**
  - The Messiah follows the rules.**
  - The Messiah is a warrior.**
  - The Messiah fights for right.**
  - The Messiah wins battles for Israel.**
  - The Messiah makes good choices.**
  - The Messiah is a real person.**
  - The Messiah is a peacemaker.**
  - The Messiah is a judge.**
  - The Messiah is a problem solver.**

**The Messiah brings peace.**

**The Messiah brings love.**

5. **Now let's see how many we can remember.** Ask for volunteers to call out elements of the list and share with the class as a whole.
6. **Jesus was greeted as the long-awaited Messiah, or in other words, the promised and expected deliverer of the Jewish people, just like it says in the Gospel of John in the Bible (John 4:25-26). The people knew the Messiah would be a smart and a good leader, ready to bring peace to the people, to end war, and to make the world a better place. When Jesus came, the people saw that Jesus was all of these things, and that Jesus was their Messiah.**

## *Leafy Cookies (PK<sup>st</sup>-2<sup>nd</sup>; 10 minutes)*

---

Decorate palm-shaped cookies.

*You will need:*

- † Leaf-shaped cookies
- † Green frosting
- † Sprinkles
- † Plastic knives
- † Plates

*Before class:*

1. Before serving any food, always check with participants or caregivers for students who have food allergies. Provide an alternative if necessary.
2. Make or purchase leaf-shaped cookies.

*During class:*

1. Encourage students to decorate their own palm leaf cookie with green frosting and sprinkles.

## *Bible Book (PK-2<sup>nd</sup>; 5 minutes)*

---

Optional ongoing activity.

*You will need:*

- † Bible Book page (found at end of lesson)
- † Cardstock or plain paper
- † Three-hole punch
- † Pens or pencils
- † Markers or crayons
- † Optional: three-ring binders, hole punch

*Before class:*

1. Make copies of this week's Bible Book page on cardstock or copy paper for each student.

*During class:*

1. Pass out Bible Book pages.
2. Read the bottom of the Bible Book page aloud, reminding students of what they learned in the lesson.
3. Have them put their names on their pages, and draw a picture of something they particularly liked or remember from story in the middle of the page.
4. Optional: Collect and three-hole punch the pages, and put them in individual binders for each student to be kept at church until the end of the year. If you wish, you can investigate other options for binding the Bible books through a local print shop at the end of the year instead of using a three-ring binder.

## *Sending the Story (PK-2<sup>nd</sup>; 5 minutes)*

---

### *Prayer*

---

Before ending class, make a point to come together to pray. Use the following or say your own prayer.

**Dear God,**

**Thank you for sending your son, Jesus Christ as our Messiah and our king, greeted with shouts of Hosanna! We are so sad to hear the story of Jesus' death—but we are so amazed and excited that you raised Jesus to life again! Thank you for this wonderful miracle. In your name we pray. Amen.**

# Jesus Arrives

*Act out story of Jesus' triumphal entry.*

Jesus and his disciples were headed to Jerusalem.

*[Lead the students in a short walk around a table or across the classroom.]*

Just before they entered Jerusalem, Jesus turned to two disciples.

*[Hold up 2 fingers.]*

Jesus asked his disciples to find a colt for him to ride into town.

*[Shade eyes with a hand as if looking for the colt.]*

Jesus told his disciples that once they found a colt, they should untie it and bring it to him. And that is what they did.

*[Pretend to untie a knot and then pretend to lead a small colt a short distance.]*

The disciples put their coats on the colt to make a more comfortable seat for Jesus.

*[Pretend to put a coat on a colt.]*

Jesus rode into town upon the back of the colt, and the people were so excited to see him, they shouted, "Hosanna!"

*[Encourage students to repeat the cheer: "Hosanna!"]*

The people of Jerusalem took off their coats and spread them across the ground to smooth Jesus' path.

*[Pretend to take off a coat and lay it on the ground.]*

The cheering people lined the road with palm branches as well,

*[Pretend to lay down branches.]*

And all the time that this was happening, the people were cheering Hosanna!

*[Hosanna!]*

The people sang and cheered and welcomed Jesus to town with joy and excitement, and again they called, "Hosanna!"

*[Hosanna!]*

# *Jesus is Anointed*

*React to Jesus' crucifixion and resurrection.*

Some powerful people in Jerusalem were not happy that Jesus was so powerful. They began to worry.

*[Pretend that you are powerful, but then start to worry.]*

They began to talk to each other about ways to get rid of Jesus.

*[Whisper to one another behind your hand, like you are telling secrets.]*

The powerful people decided that Jesus had to die.

*[Nod heads and shake hands.]*

They nailed Jesus to a cross until he died. This made Jesus' friends very, very sad.

*[Wipe your eyes and make sad faces.]*

Jesus' friends were sad for three whole days. Then some of the women took spices and went to the tomb.

*[Pretend to carry jars and walk in place.]*

When they got to the tomb, there was an angel there, and Jesus was gone! Oh my goodness!

*[Make surprised faces.]*

The angel said that Jesus was not dead any more, and that he was alive. The women were so excited that they jumped up and down and ran to tell their friends!

*[Jump around and tell each other, "Jesus is alive!"]*

This was the best happy ending ever!



# M is for Messiah

*Color a letter M while learning the definition of Messiah.*





# *Holy Week and Easter*

**Mark 11:1-11; 15:16-39; 16:1-8**

## *The Point:*

**We can celebrate Jesus, the crucified and risen king.**





# The Story @ Home

PK-2<sup>nd</sup>

## Living the Word: Teaching Kids God's Story

Narrative Lectionary, Year 2 (2019-2020)

## Lesson #2-30

Mark 11:1-11; 15:16-39; 16:1-8

### Last Week

As Jesus draws nearer to the end of his earthly ministry, his teachings become more direct and strongly worded. He warns about both the destruction of the temple and the Day of the Lord (Mark 13:1-8, 24-37).

### This Week

This week, the lectionary flowed backwards to Jesus' triumphal entry into Jerusalem as well as forward to his death and resurrection (Mark 11:1-11; 15:16-39; 16:1-8).

### The Point

We can celebrate Jesus, the crucified and risen king.

### Story Summary

Jesus, the Messiah, rides into Jerusalem on a colt as people shout "Hosanna!" Later that week, this Messiah is led out to his death. He is crucified and mocked. He cries out to God and then dies. The temple curtain is torn. A centurion declares that Jesus was God's Son. It appears that our Messiah has failed.

However, three days later, several women go to Jesus' tomb and discover the tomb is empty. A young man tells them that Jesus has been raised and that they should go tell his disciples to meet him in Galilee. Out of fear and amazement, the women run away. They go but tell no one. So, we wonder, how did the news get out if they did not tell? How do we tell this story?

### Bible Nuts & Bolts

#### Understanding Culture and Customs

The books of the Bible were written in specific time periods in specific cultures. The writers of the Bible wrote for an audience that shared their knowledge of the culture and customs of the day. We live nearly 2,000 years after the New Testament was written. It is important to try to understand the Bible in its original context to better understand the message.

### Practice: Worship

The stories of Holy Week range from the excitement of the triumphal entry, to the heartbreak of the crucifixion, to the amazement of the resurrection. The disciples are experiencing emotions of every type. We often feel the same during times of worship. During devotions (or other times), ask each person what has made them happy or sad, angry or scared during the day. Talk to God about those things.

### Next Week

Forty days after his resurrection, Jesus tells his disciples that they will receive the Holy Spirit and go to the ends of the world to be witnesses. Jesus ascends into heaven and the disciples return to Jerusalem (Acts 1:1-14).

### Family Discussions

Use the questions below or other questions you think of to discuss today's Scripture reading (listed above) with your family.

- ✝ In what way does this text teach about the theme of God's Triumph?
- ✝ What does this scripture have to do with our lives today?
- ✝ What part of this scripture is the most interesting to you? Why?

### Family Devotions

As you hear and study these stories each week, consider what God has to say to you and your family. What is God's message to us? How should we respond?

#### Sunday—Read Mark 11:1-11; 14:3-9

Triumphal entry and anointing.

Sing or say Ho-ho-ho-Hosanna and raise your hands in praise of Jesus today!

#### Monday—Read Deuteronomy 15:7-11

Open your hand to the impoverished.

Ask family members what good words or deeds they have done or will do this week for others in the family or community.

#### Tuesday—Read Mark 14:10-21

Passover preparations.

Prepare a meal together as you read this story.

#### Wednesday—Read Mark 14:22-31

The Last Supper.

Look online for images of the Last Supper.

#### Thursday—Read Mark 14:32-42

Prayer in Gethsemane.

Go off by yourself to pray.

#### Friday—Read Mark 15:16-39

The death of Jesus.

Place a cross in the center of your worship area as you read this passage.

#### Saturday—Read Mark 15:40-47

The burial of Jesus.

Use blocks or stones to create a tomb. Leave it in place overnight.

### Family Discussions

Use the questions below or other questions you think of to discuss today's Scripture reading (listed above) with your family.

- ✚ In what way does this text teach about the theme of God's Triumph?
- ✚ What does this scripture have to do with our lives today?
- ✚ What part of this scripture is the most interesting to you? Why?

### Family Devotions

As you hear and study these stories each week, consider what God has to say to you and your family. What is God's message to us? How should we respond?

#### Sunday—Read Mark 16:1-8

The empty tomb.

Use the blocks or stones from yesterday to show the open tomb.

#### Monday—Read John 20:1-10

Running to the tomb.

Choose characters and act out this story.

#### Tuesday—Read John 20:11-18

Mary and Jesus.

Talk about what you think Mary, Jesus, and the disciples were each feeling during this story.

#### Wednesday—Read Luke 24:13-27

On the road to Emmaus.

Walk along the road and retell this story.

#### Thursday—Read Luke 24:28-35

Jesus is known through broken bread.

Talk about ways that you experience Jesus during worship.

#### Friday—Read Luke 24:36-49

Jesus appears to his disciples.

Describe how you would have felt if you had been in this room.

#### Saturday—Read Matthew 28:16-20

The Great Commission.

Name one person that you can tell about Jesus this week.