

# Lesson Plans

HOPE & HEALING IN THE HOLY LAND DVD  
*Lesson Plans 1 -11*



*The Holy Land Franciscans  
1400 Quincy St., N.E.  
Washington, D.C. 20017*

# Activity 1

HOPE & HEALING IN THE HOLY LAND DVD  
*Lesson Plan*



*The Holy Land Franciscans*

## Opening Discussion Teacher's Guide

This activity is intended to help students relate to the excitement and purpose of a pilgrimage to the Holy Land. The lesson can be adjusted to fit any age group and time frame. It is a teacher led discussion that can be discussed aloud or written on the board.

### 1. [Write the following on the board]

If someone loves \_\_\_\_\_, where might they want to visit?

### 2. [Fill in the blank with one of the words below and call on a few volunteers to answer the question.

**Accept all reasonable answers. Guide students' answers towards the suggestions written in parenthesis. You do not need to write the answers on the board. Continue to erase the blank and fill it in with the next word on the list.]**

- **Disney princesses** (Disney World)
- **Animals** (Zoo)
- **Kangaroos** (Australia)
- **Nature** (Outside, a park)
- **Mountains** (a mountain, Mt. Everest)
- **Palm Trees** (the beach, Florida, the Caribbean)
- **Politics** (the state capital, Washington, DC)
- **The American Revolution** (a battle site, Boston, Philadelphia)
- **Castles** (England, Scotland, France)

### 3. [Ask students:]

“Why would they want to be there?”

**[Accept all reasonable answers, guide or reword student answers towards the suggestions below]**

- *To see it*
- *To learn more*
- *To feel it*
- *To spend time with it*
- *To be surrounded by it*
- *To experience it*
- *To be a part of it*
- *To imagine what it was like*

### 4. [Review the ideas by saying:]

“If someone loves Disney princesses, they might want to visit Disney World to see and maybe even spend time with princesses. If someone loves animals, they might want to visit the zoo to learn more about them. If someone loves palm trees, they might want to visit Florida to be surrounded by them. If someone loves politics, they might want to visit Washington, DC, to be a part of it. If someone loves studying the American Revolution, they might go to Boston so that they can imagine what it was like.”

### 5. [Erase the blank one more time, fill it in this time with the word Jesus. Read it aloud:]

“If someone loves Jesus, where might he/she want to visit?”

**6. [Record the answers on the board.]**

- Churches
- Shrines
- Rome

[It would be good if students also came up with the following places, but they might need some hints]

- **Bethlehem** (hint: where was Jesus born?)
- **Nazareth** (hint: what do we call Jesus? Jesus of \_\_\_\_\_)
- **Jordan River** (hint: where was Jesus baptized?)
- **Galilee** (hint: where did Jesus preach?)
- **Jerusalem** (hint: where did Jesus die?)
- What other places are in the bible?

**7. [Ask students:]**

“Why would they want to be there?”

[Accept all reasonable answers, guide or reword student answers towards the suggestions below]

- To learn more about His life
- To feel His presence
- To spend time meditating on faith
- To see where He lived
- To be surrounded by religious history
- To experience what He experienced
- To be able to imagine what it was like in Jesus’ time
- To walk where He walked

**8. [Explain:]**

“Many of the places we mentioned, like Bethlehem, Nazareth, and Jerusalem, are cities in Israel, a country in the Middle East. Christians refer to this area as the Holy Land.”

**9. [Ask students:]**

“Why do you think it’s called the Holy Land? What happened there?”

- students can share whatever Bible stories they know
- be sure to encourage students to talk about New and Old Testament stories. In the next activity, students will learn about the other groups of people who call the Holy Land their home.

**10. [Explain:]**

“The land of Israel is considered holy by several religious groups. The three main groups are Christians, Jews, and Muslims. All of these people have historical, cultural, and religious ties to Israel.”

# Activity 2

HOPE & HEALING IN THE HOLY LAND DVD  
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*The Holy Land Franciscans*

## Christians in the Holy Land Teacher's Guide

The purpose of this activity is to help students more fully understand the importance of maintaining the Christian presence in the Holy Land. Students will interpret data about the number of Christians living in the Holy Land.

*Note: The statistics concerning Israel are used to demonstrate the small percentage of Christians remaining in the Holy Land. After completing the pie graph activity, please lead your students in a discussion using the questions below.*

**1. [As you pass out a copy of the worksheet titled “Christians in the Holy Land” to each student, ask students to take out three different colored writing utensils.]**

**2. [Explain:]**

“This worksheet will help us become familiar with the three main religions in Israel. The map at the top of the page is of several countries in the Middle East.”

**3. [Point out Egypt, for reference. Ask students to find Israel and to shade it in on the map.]**

**4. [Read the paragraph on the worksheet. Go over words students may not be familiar with, such as sacred (holy), comprised (made up of), and dwindling (shrinking).]**

**5. [Read the instructions and assist students in filling in the graph as needed.]**

**6. [Use the questions below to help guide a discussion about the Christian population in Israel.]**

Look at the pie graph...

- *What is the title of this graph? (Religions in Israel)*
- *What can we learn from this graph? (How much of the population follows each religion)*
- *Most of the people in Israel are of which religion? (Judaism)*
- *Which religion on this graph is the smallest in Israel? (Christianity)*
- *How would the graph below change if the Christian population got bigger? (the Christian pie-piece would get bigger)*
- *How would it change if the Christian population got smaller? (the Christian pie-piece would get smaller, maybe even disappear!)*
- *According to what we read in the paragraph above, is Christianity growing or shrinking?” (Christianity is shrinking)*

# CHRISTIANS IN THE HOLY LAND

## Activity 2: Map of the Middle East



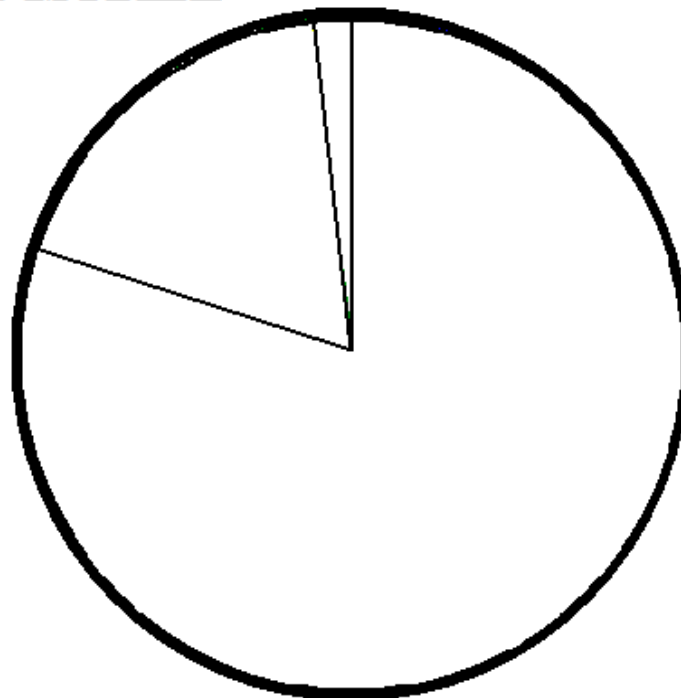
Much of the Middle East is land that is sacred to billions of people. Christ was born in the Middle East, but it has never been easy for His followers to live there. Today, in places like Iraq, Egypt, Iran, and Syria, attacks and revolutions threaten Christian communities. In the Holy Land, Christians are not suffering from violence, but are still leaving in large numbers. Currently, Israel is comprised of 75.6% Jews, 16.9% Muslims, and 2% Christians. But the Christian population is dwindling. Without Christians living in the Holy Land, it becomes difficult for the Holy places where Jesus lived to remain a part of our living church.

Use the statistics in the paragraph above to color-code the pie graph below. First, assign each religion a color by filling in the key. Then, fill in the corresponding pie piece based on the relative size of each percentage. Finally, label each pie piece with the percentage of the population.

## Activity 2: Pie Graph

### RELIGIONS IN ISRAEL

[www.cia.gov](http://www.cia.gov)



- Jewish
- Muslim
- Christian

# Activity 3.5

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## Coloring Worksheets Teacher's Guide

For younger students, who will not benefit from the "Places in the Holy Land" bible search worksheet and map activity, these coloring pages are a way for students to get reacquainted with a selection of biblical stories that will be referenced in the movie.

1. **[Pass out a variety of worksheets to your class. Each student should get one worksheet. Each worksheet will be different from the neighbor's worksheet.]**
2. **[Ask students:]**
  - “Does anyone recognize the person/people in the picture?”
  - “Does anyone know what is happening in the picture?”
3. **[Allow students to share their knowledge of the bible stories depicted on their worksheets.]**
4. **[Point out the word or words at the top of each worksheet. Explain that this is the name of the place where each picture took place.]**
5. **[Point out the words at the bottom of each worksheet. Explain that this is the place in the Bible where we can read about each story.]**
6. **[Choose a few of the Bible passages to read aloud to your students while they color.]**

## BETHLEHEM

*Matthew 2: 1-12*



## GALILEE

*John 6: 1-14*



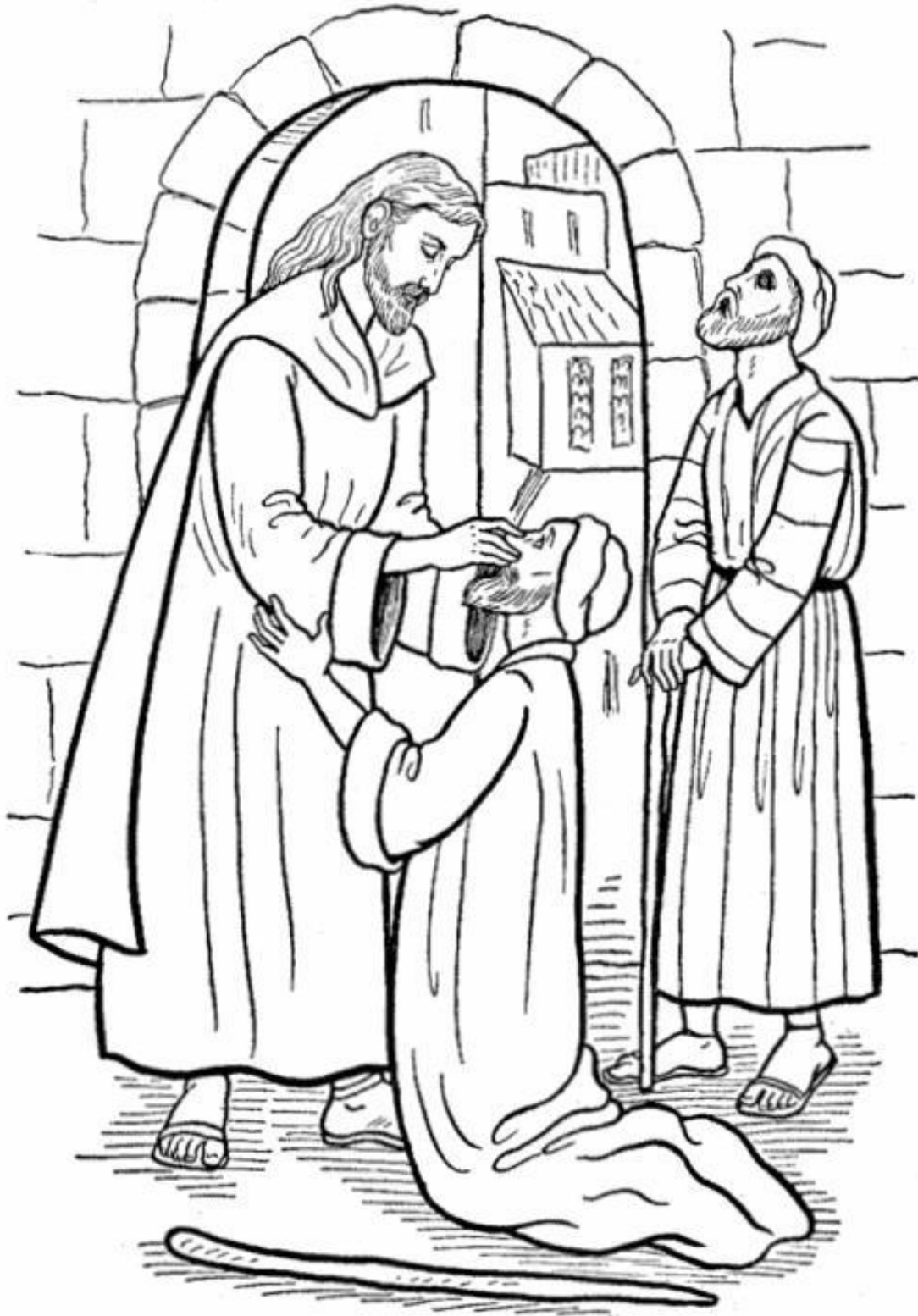
## SEA OF GALILEE

*John 6: 16-21*



## JERICHO

*Mark 10: 46-52*



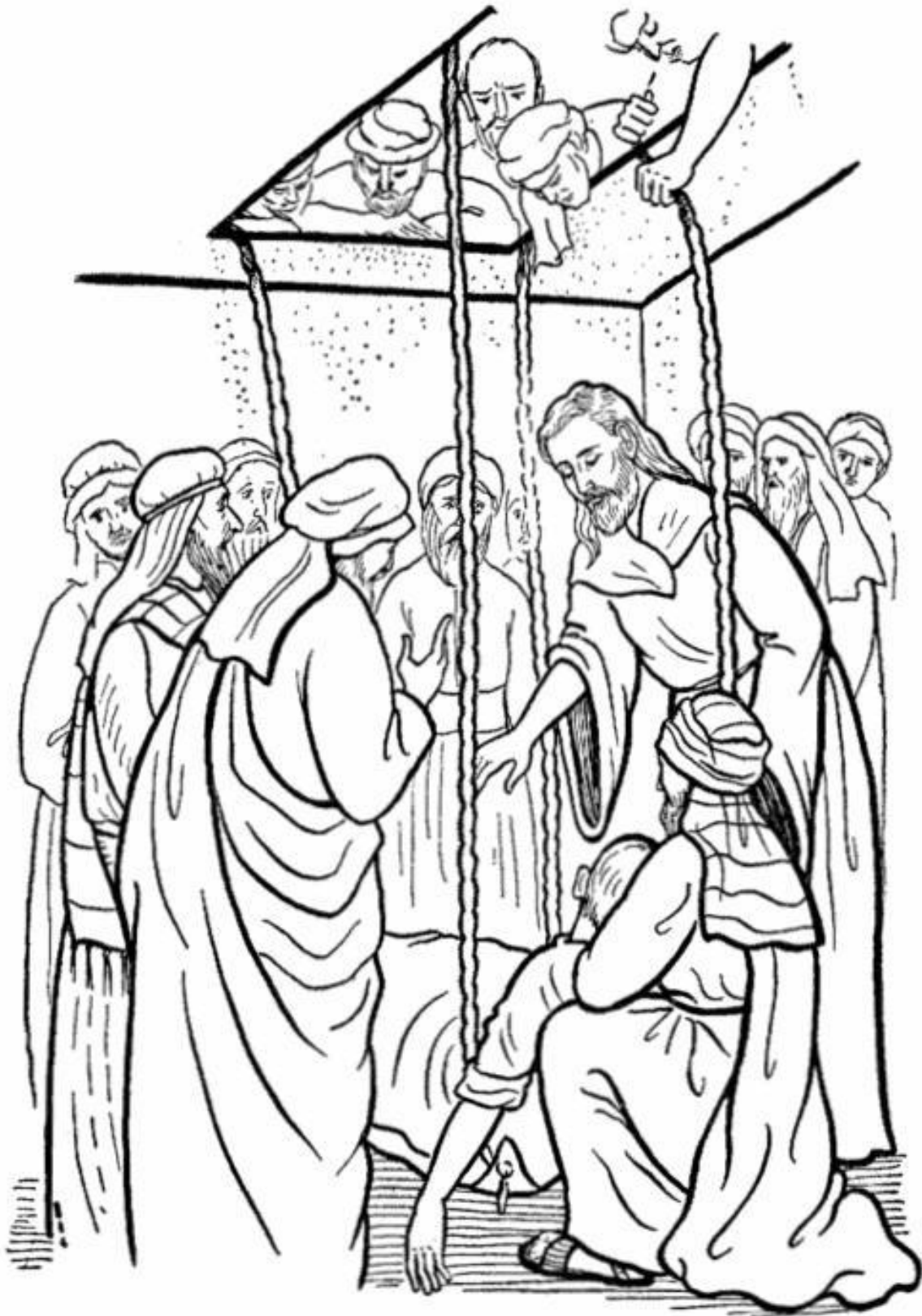
# JERICHO

*Luke 19: 1-10*



## CAPERNAUM

*John 6: 47-59*



## GARDEN OF GETHSEMANE

*Matthew 26: 36*





# JERUSALEM

*Luke 23: 26*



# JERUSALEM

*Luke 24: 1-12*



# Activity 3

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## Places in the Holy Land Teacher's Guide

The purpose of this activity is for students to get reacquainted with a selection of Biblical passages that will be referenced in the movie. Students will read passages from the Bible and answer questions about where each event took place. Then, students will use this information to fill in locations on a map of Israel and a map of Jerusalem.

*Note: The following activity can be done in several ways. Students can work independently, with partners, or in small groups. The most time efficient way to complete the activity is described below.*

1. **[Pass out "Places in the Holy Land" worksheet to each student. It consists of 8 questions and two maps.]**
2. **[Break your class into 8 groups.]**
3. **[Give each group at least one Bible.]**
4. **[Assign each group a number.]**
5. **[Explain:]**

“Now we will learn about why certain places in the Holy Land are so important to us as Christians. We will be reading stories in the Bible that you might already be familiar with. As we read, we will focus on where the events took place.”

6. **[Read the instructions aloud to the class. Then explain:]**

“Each group is to find and read the Bible passage related to your group number. So group number one will be reading Matthew 1: 18-25 and Matthew 2: 1-12 and will answer the question. Group number one will be able to fill in the blank marked with the number one on the map. As soon as each group has finished reading their passage, answering the question, and filling in their number on the map, we will share our work with the class.”

7. **[Allow students time to work with their group.]**
8. **[Ask a student in the first group to read their Bible passage aloud to the class.]**
9. **[Ask another student to answer the question.]**
10. **[Ask the entire class to fill in the first blank on the map.]**
11. **[Continue to call on groups until you have read all 8 passages in filled in each blank.]**

**The answers are as follows:**

**Map of Holy Land:** 1. Bethlehem; 2. Sea of Galilee; 3. Jericho; 4. Capernaum; 5. Jerusalem;  
Map of Jerusalem: 6. Mount of Olives; 7. Gethsemane; 8. Golgotha

## PLACES IN THE HOLY LAND

**Directions:** This worksheet will help you fill in the blanks on the maps of the Holy Land. By reading each scripture passage, you will be reminded of an account of Jesus' life. Each of these events is associated with a place. Answer the question to help you fill in the map.

## HOLY LAND

1. Read Matthew 1: 18-25 and Matthew 2: 1-12 to read about the birth of our Lord. Where was Jesus born?
2. Read John 6: 1-21 to learn about two of Jesus' famous miracles: The multiplication of the loaves and fish and walking on water. After you read, please fill in the spot on the map where both miracles took place.
3. Read Mark 10: 46-52 and Luke 19: 1-10 to read about Jesus healing Bartimaeus and befriending Zacchaeus. Where did both of these events happen?
4. Read John 6: 47-59 to hear about Jesus preparing the people for the institution of the Holy Eucharist. The synagogue where Jesus taught was in what city?
5. Read Matthew 20: 17-19, in which Jesus predicts his death and resurrection. In which city does Jesus say this will happen?

## JERUSALEM

6. Read Luke 21: 37-38. After a day of teaching in the temple in Jerusalem, where would Jesus spend the night?
7. Read Matthew 26: 36-46 to read about the Agony in the Garden. Where did Jesus pray?
8. Read John 19: 16-20 to learn about Jesus' crucifixion. What was the name of the place where the crucifixion occurred?

# ISRAEL

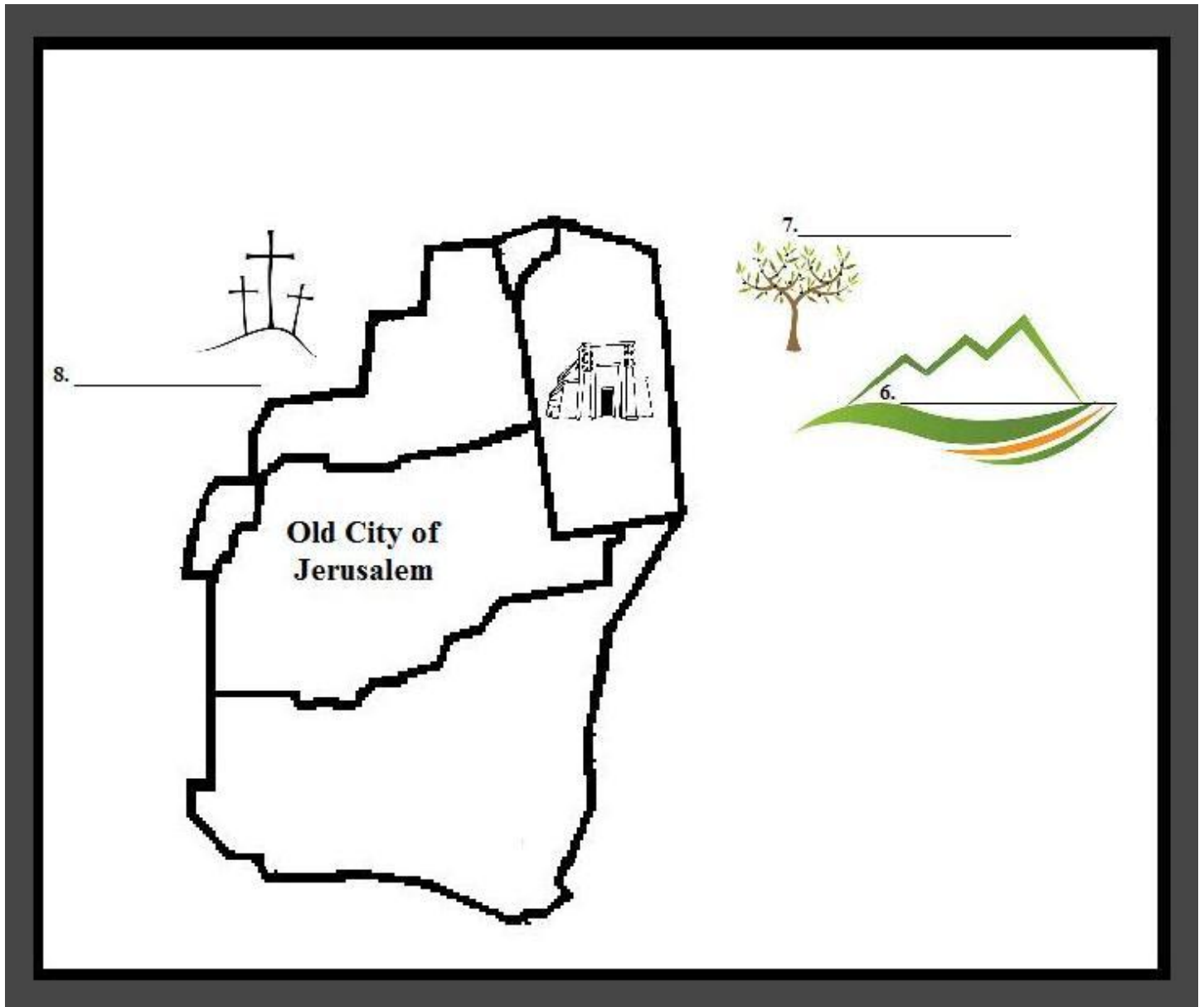
**Directions:** Use your Bible and the clues on the “Places in the Holy Land” worksheet to help you fill in the blanks on the map below.

Activity 3: Fill in the Blank Map of Israel



# JERUSALEM

**Directions:** Use your Bible and the clues on the “Places in the Holy Land” worksheet to help you fill in the blanks on the map below.



# Activity 4

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## Vocabulary Crossword Puzzle Teacher's Guide

The purpose of this worksheet is for students to become familiar with some of the important vocabulary used in the film.

1. [Pass out a copy of the “Vocabulary Crossword Puzzle” worksheet to each student.]
2. [Read the directions aloud to the class.]
3. [If necessary, complete a few together to get them started. Since most of the words will be unfamiliar, filling in a few together will allow students to use other strategies to complete the puzzle, rather than just using the clues provided.]
4. [Review the words by saying them out loud and asking a student to define the word or use it in a sentence.]
5. [Highlight the word presence.]

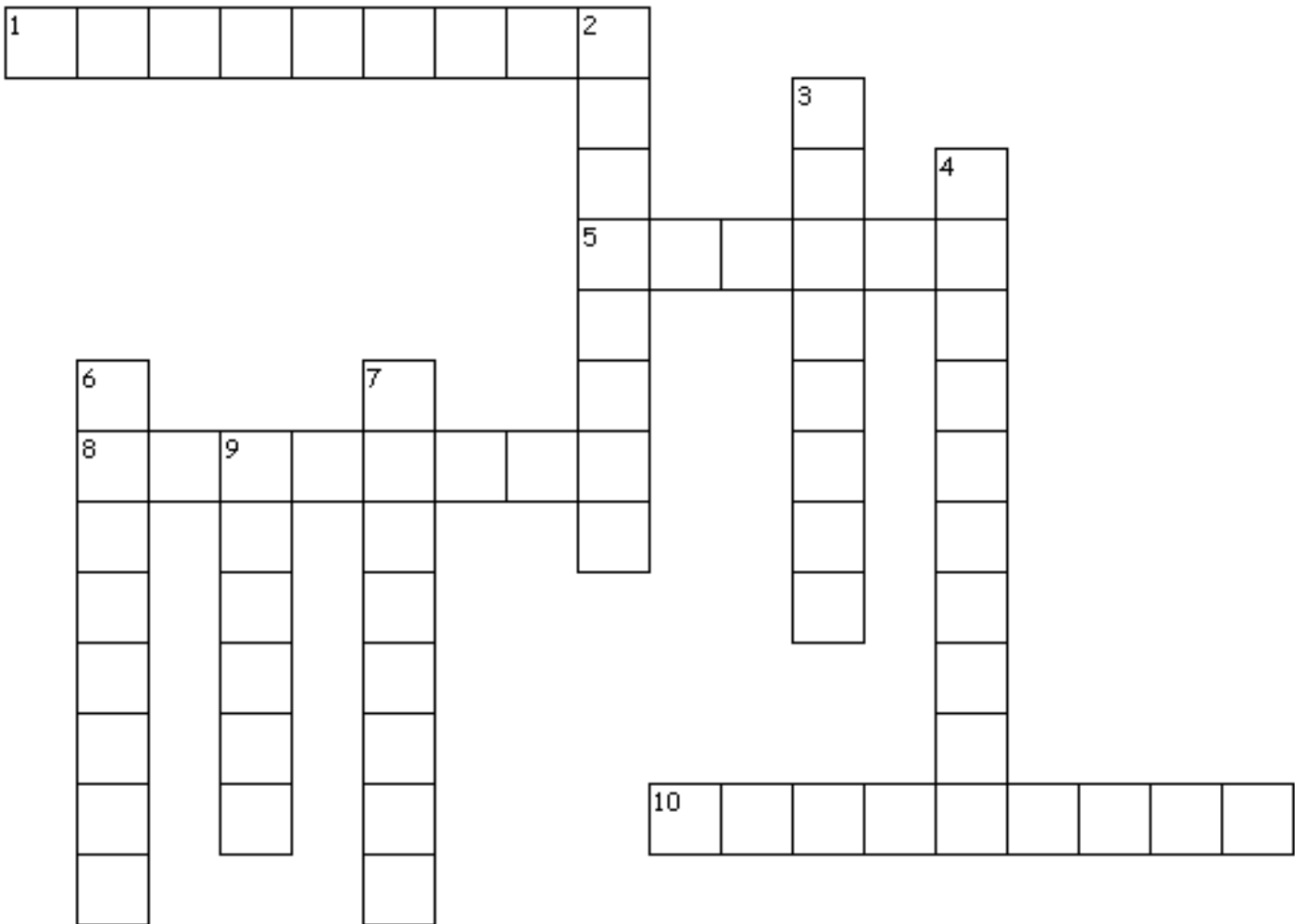
“Presence is the most important word that we will talk about today. It will come up a lot in the movie we are getting ready to watch. Presence means being present at a place, actually physically being there. It is very important that Christians are actually living and serving in the Holy Land. If all of the Christians left the Holy Land, it is possible that Christians would no longer have access to worship in the important shrines and other holy places in the land where Jesus lived.”

The answers are as follows:

- synagogue
- emigrate
- nativity
- pontifical
- grotto
- tangible
- presence
- abstract
- shrine
- sepulcher

# VOCABULARY CROSSWORD PUZZLE

**Directions:** Complete the crossword by filling in a word from the word box that fits each clue.



**tangible**  
**shrine**

**presence**  
**abstract**

**sepulcher**  
**synagogue**

**grotto**  
**emigrate**

**nativity**  
**pontifical**

**ACROSS**

- 1. a building where a Jewish congregation meets
- 5. a cave
- 8. existing as a thought or idea, but not having a physical or concrete existence
- 10. a chamber that is used as a grave

**DOWN**

- 2. to leave your own country and settle permanently in another
- 3. birth
- 4. relating to the Pope
- 6. touchable
- 7. being present at a place; physically being there
- 9. a kind of holy place

# Activity 5

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## INTRODUCTION

### INTRODUCTION TO FRANCISCANS

**Say:** “A group of Franciscans is working to preserve the Christian presence in the Holy Land. They are working to build, sustain, and improve Catholic parishes, schools, and housing. In this video, we will be able to see some of the actual sites of the Holy Land. We will learn about three ways the Franciscans are helping to keep our Church alive in the Holy Land.”

### INTRODUCTION TO VIDEO

**Say:** “The Franciscans put together a video to show us what they’re working on in the Holy Land. When you go to church on Good Friday, your parish collects money for the Good Friday Collection. In fact, every Catholic church in the world participates! All of the money that is collected is used to help support the places and people who live where Jesus lived.”

### INTRODUCTION TO ACTIVITIES

**Say:** “This video is broken up into four sections. The first section is about pilgrimages. A pilgrim is someone who takes a religious journey. The second is about a parish in Bethlehem. In the third part you will learn about a school in Jericho. The last section is about houses in the Old City of Jerusalem. For each section we will be doing a worksheet called an Anticipation Guide.”

# Activity 6

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## Pilgrim Quotes Teacher's Guide

It's always nice to hear things twice. By pre-reading these quotes from the movie, students will better understand the meaning and significance of what pilgrims in the Holy Land have to say about their visit.

**1. [Pass out a "Pilgrim Quotes" worksheet to each student.]**

**2. [Explain:]**

"This worksheet has five quotes from the movie we are about to watch. The people who say these quotes are in the Holy Land on a pilgrimage. You may recognize some of the places they mention from stories in the Bible, such as the Sea of Galilee or the Garden of Gethsemane."

**3. [Choose five expressive students to read aloud, or divide the class into groups and let them read the quotes together.]**

**4. [Use the question at the bottom of the worksheet to guide your class in a discussion. You could also ask students to discuss the question in their small groups before reconvening as a class.]**

**5. [Summarize your discussion along the lines of...]**

"A pilgrim is someone who takes a religious journey. These people traveled to the Holy Land to grow in their faith. The experience makes abstract reading of the Bible concrete and more real for people."

## PILGRIM QUOTES

“If you come as a pilgrim, if you are moved by faith to make this trip, you will receive something far greater than if you’re coming to look at sites. Viewing the sites has no real meaning or depth unless you have faith that comes from within, that can connect with what has happened here long, long ago to make it real.”

“When I studied, I went to CCD, and I grew up as a Catholic, everything was in the Bible, so it was abstract. You come here and you’re actually going to the places and living some of the events.”

“You can read a lot of books and watch movies, but when you’re standing right there, where it actually happened, it really brings things so close. Emotionally, it affected me greatly.”

“As a child we learn the stories of the New Testament, but to come here and really experience where the events actually took place is just great. It’s exciting and it certainly made my faith more vivid and made more of an impression on me.”

“I’m tremendously grateful to the Franciscans, surprised at how much they are present throughout the holy sites. I find every site we visit that has Franciscan presence to be like a little touch of home. To know that they’re here is a wonderful thing, but to know that they’ve safeguarded these places for the Catholic Church – I’ve grown in my appreciation for the order and for what they’ve done here in the Holy Land.”

## DISCUSS:

The people quoted above took a pilgrimage to the Holy Land, not a vacation to Israel. What’s the difference?

# Activity 7

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## Pilgrimage Anticipation Guide Teacher's Guide

An anticipation guide is a comprehension strategy used to activate prior knowledge and build curiosity about a new topic. Students will make predictions, anticipate information, and then verify their predictions.

This worksheet is intended to help students prepare for the first part of the film. Before watching the film, students will predict if the information on the worksheet will be proven true or false in the video. As students watch the video, they will confirm whether or not their predictions were correct.

1. **[Pass out a copy of the “Pilgrimage Anticipation Guide” to each student.]**
2. **[Read the directions aloud.]**
3. **[Read aloud each statement, pausing briefly each time to allow students to write their predictions.]**
4. **[Explain]**

“We will now watch the first section of the movie. As you watch, be sure to listen for the statements on the worksheet. If the statements are said in the movie just as they are written on your worksheet, write a “T” in the Actual Answer column on the right side of your page. If the statements on the worksheet are written incorrectly according to the movie, then please write an “F” next to that statement. After the film we will go over the answers together.”

5. **[Play the first section of the movie: \_\_\_\_\_]**
6. **[Go over the correct answers with the class.]**

The answers to the Pilgrimage Anticipation Guide are as follows:

1. F
2. T
3. T
4. F
5. T
6. T
7. T
8. F
9. T
10. T

## PILGRIMAGE ANTICIPATION GUIDE

Name \_\_\_\_\_

**Directions:** Before watching the video, please read each statement below and decide whether you think the statement is true or false. Write T or F in the left column. As you watch the movie, you will be able to confirm whether or not your predictions were correct. Write the actual answer (either T or F) in the far right column during the movie.

<i>My Prediction</i>		<i>Actual Answer</i>
	On Good Friday, Christians everywhere in the world commemorate the saving event of Jesus' birth.	
	On Calvary, our salvation was won.	
	The liturgy and customs of Good Friday, celebrated around the world, offer Christians a way to commemorate Jesus' great gift of sacrificial love on the cross.	
	Christians naturally turn their thoughts to the church of Rome where Jesus walked, where He lived, and died, and rose.	
	Each year, thousands come as pilgrims to walk with Jesus on the Way of the Cross.	
	The Holy Land is a tangible connection to whom we are as Christians.	
	The Franciscans, since the time of Saint Francis, have been preserving Christianity's holiest shrines, welcoming pilgrims, assisting the poor, and leading parishes and schools.	
	No pope has ever endorsed or promoted the worldwide Pontifical Good Friday Collection.	
	At the Church of the Holy Sepulcher in Jerusalem, Church of the Nativity in Bethlehem, and at many other shrines throughout the Holy Land and beyond, the Franciscan friars offer presence, care, and service to pilgrims.	
	Franciscans walk with them on the Way of the Cross and help pilgrims to connect their own story to the story of Jesus.	

# Activity 8

HOPE & HEALING IN THE HOLY LAND DVD  
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*The Holy Land Franciscans*

## Bethlehem Anticipation Guide Teacher's Guide

This worksheet is intended to help students prepare for the second part of the film. Before watching the film, students will predict if the information on the worksheet will be proven true or false in the video. As students watch the video, they will confirm whether or not their predictions were correct.

1. [Pass out a copy of the “Bethlehem Anticipation Guide” to each student.]
2. [Read the directions aloud.]
3. [Read aloud each statement, pausing briefly each time to allow students to write their predictions.]
4. [Explain]

“We will now watch the second section of the movie. Just like last time: as you watch, be sure to listen for the statements on the worksheet. Write “T” or “F” in the Actual Answer column. After the film we will go over the answers together.”

5. [Play the second section of the movie: \_\_\_\_\_]
6. [Go over the correct answers with the class.]

The answers to the Bethlehem Anticipation Guide are as follows:

1. T
2. F
3. F
4. T
5. F
6. F
7. T
8. T
9. F
10. T
11. T
12. T
13. F

## BETHLEHEM ANTICIPATION GUIDE

Name \_\_\_\_\_

The following statements are about the Christian presence in Bethlehem. Money from the Good Friday Collection helps the Catholic parish there serve both its parishioners and pilgrims.

**Directions:** Before watching the video, please read each statement below and decide whether you think the statement is true or false. Write T or F in the left column. As you watch the movie, you will be able to confirm whether or not your predictions were correct. Write the actual answer (either T or F) in the far right column during the movie.

<i>My Prediction</i>		<i>Actual Answer</i>
	It is a living church, where daily the faithful seek to live their lives and witness to the faith.	
	Each year at Christmas, the world's attention turns to Manger Square, where pilgrims gather to celebrate the resurrection of Christ.	
	In the Church of the Nativity, the grotto marks the place where Jesus died.	
	In Bethlehem, it's like Christmas every day!	
	The parish serves a Latin Catholic population made up primarily of Americans.	
	Fifty years ago in the Holy Land, we were 1.5% as a presence of Christians, and now we're 35%.	
	We have 5,000 people in our parish and it's the only Latin Catholic parish. So it is very important to have its presence here. Otherwise, the Nativity Church and other churches are going to be like a museum and we don't want to have that.	
	In this land, the complex political realities mean that Arab Catholics face daily challenges of living.	
	Educational opportunities are unlimited.	
	The poor need housing.	
	These issues are priorities for the Franciscans and their parishioners.	
	Young people feel imprisoned in their own city.	
	Haya Asfour wants to leave Palestine.	

# Activity 9

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## Jericho Anticipation Guide Teacher's Guide

This worksheet is intended to help students prepare for the third part of the film. Before watching the film, students will predict if the information on the worksheet will be proven true or false in the video. As students watch the video, they will confirm whether or not their predictions were correct.

1. [Pass out a copy of the “Jericho Anticipation Guide” to each student.]

2. [Read the directions aloud.]

3. [Read aloud each statement, pausing briefly each time to allow students to write their predictions.]

4. [Explain]

“We will now watch the third section of the movie. Remember to listen for the statements on the worksheet and write “T” or “F” in the Actual Answer column as you watch. After the film we will go over the answers together.”

5. [Play the third section of the movie: \_\_\_\_\_]

6. [Go over the correct answers with the class.]

The answers to the Jericho Anticipation Guide are as follows:

1. T
2. F
3. F
4. F
5. F
6. T
7. F
8. T
9. F
10. T
11. T
12. F
13. T
14. T
15. T

# JERICHO ANTICIPATION GUIDE

Name \_\_\_\_\_

The following statements are about Terra Sancta School, a Catholic school in the city of Jericho. Money from the Good Friday Collection helps the school continue to expand its mission.

**Directions:** Before watching the video, please read each statement below and decide whether you think the statement is true or false. Write T or F in the left column. As you watch the movie, you will be able to confirm whether or not your predictions were correct. Write the actual answer (either T or F) in the far right column during the movie.

<i>My Prediction</i>		<i>Actual Answer</i>
	In this land, Palestinian Christians live with their Muslim neighbors.	
	In the city of Jericho, Christians are a majority.	
	Here in Jericho, of all of the Palestinian Territories, there is a low percentage of persons who cannot read and write.	
	We hope with the new structure to welcome 500 students.	
	We have little influence on the economic, political, and social life here in Jericho.	
	Families send their children to our school because they know that there is special treatment for their kids.	
	Kids are not very happy to come here because of the learning, the teaching, and the other activities inside this school.	
	We are very happy to have Muslims and Christians in the same school.	
	We are teaching the Christian religion for the Muslims and Christians.	
	It is one of our goals through the school to encourage and teach people to live together.	
	To teach how to respect the difference - different religion or a way of thinking of another political point of view - is always for us a mission.	
	The shared educational experience between the two faiths is one which the students find hard to appreciate.	
	The worldwide Good Friday Collection, along with other means of support, helps Father Ibrahim meet the challenge of operating Terra Sancta School.	
	We depend on what the pilgrims, benefactors, and persons of good will are giving everyday for us here in Jericho.	
	So really we are now seeing the fulfillment, with this new building, the fulfillment of the dream of all the people here in Jericho.	



# Activity 10

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## Jerusalem Anticipation Guide Teacher's Guide

This worksheet is intended to help students prepare for the fourth and final part of the film. Before watching the film, students will predict if the information on the worksheet will be proven true or false in the video. As students watch the video, they will confirm whether or not their predictions were correct.

1. [Pass out a copy of the “Jerusalem Anticipation Guide” to each student.]

2. [Read the directions aloud.]

3. [Read aloud each statement, pausing briefly each time to allow students to write their predictions.]

4. [Explain]

“We will now watch the last section of the movie. Remember to listen for the statements on the worksheet and write “T” or “F” in the Actual Answer column as you watch. After the film we will go over the answers together.”

5. [Play the fourth section of the movie: \_\_\_\_\_]

6. [Go over the correct answers with the class.]

The answers to the Jerusalem Anticipation Guide are as follows:

1. T
2. F
3. T
4. T
5. T
6. T
7. F
8. T
9. T
10. F

## JERUSALEM ANTICIPATION GUIDE

Name \_\_\_\_\_

The following statements are about the renovation projects in Jerusalem that are helping to maintain Christian presence in the Old City. Money from the Good Friday Collection helps the Franciscans fund these building projects.

**Directions:** Before watching the video, please read each statement below and decide whether you think the statement is true or false. Write T or F in the left column. As you watch the movie, you will be able to confirm whether or not your predictions were correct. Write the actual answer (either T or F) in the far right column during the movie.

<i>My Prediction</i>		<i>Actual Answer</i>
	Saint Francis began his ministry rebuilding churches with the stones of his land.	
	In the Holy Land, the Franciscans are using new stones to build homes for Christians in the Old City.	
	The building is more than 800-900 years old and the stones are from the Byzantine Empire.	
	We give the antique and the old and the historic of the Old City for the Christian people who live here to feel Jesus when he was here.	
	...by this work, by these projects, they are sustaining Christians in the Holy Land. That is the main point.	
	We're facing a mass emigration of Christians and the only church that is sustaining Christians in the Holy Land is the Catholic church.	
	They recently added a few housing units in the Mount of Olives and here.	
	Thirty families were added to the Old City of Jerusalem.	
	It is a privilege to be close to the main churches of Jerusalem.	
	It is very difficult for a religious family to be very close to schools, churches, and the center of life of Jerusalem.	

# Activity 11

HOPE & HEALING IN THE HOLY LAND DVD  
*Lesson Plan*



*The Holy Land Franciscans*

## CLOSING DISCUSSIONS

**What are the Franciscans doing to help maintain the Catholic presence in the Holy Land?**

- leading parishes
- expanding schools
- providing houses

**Why is sustaining the Christian presence in the Holy Land important?**

“It is very important that Christians are actually living and serving in the Holy Land. If all of the Christians left the Holy Land, it is possible that Christians would no longer have access to worship in the important shrines and other holy places in the land where Jesus lived.”