

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: 7		Term: 2	Year:
Inquiry / Wondering Question: I wonder about Saint Paul. I wonder what he did and why he is important to Christians.			
Strands:		Cross-curricular priorities:	
<p style="text-align: center;">Beliefs Sacraments Morality Prayer</p>			
Class context/Learners: To be added by class teacher			
Key Inquiry Questions: Who was Saint Paul? What did he do? Why is Saint Paul important to Christians? Who are models of Christian life for our school community?		I Wonder: I wonder what Saint Paul was like. I wonder how others reacted to him and his actions. I wonder about travelling throughout the Roman Empire. I wonder what life was like for the early Christians and their communities. I wonder about the different genres in the Bible – letters, wise sayings, hymns, historical narratives.	
Knowledge & Understanding... The first great Christian missionary was Paul, who preached the Good news of Jesus' Resurrection and its meaning to both Jews and Gentiles. The letters of Saint Paul were written for specific communities. Paul travelled extensively throughout the Roman Empire		Skills... Describe Paul's role as Apostle to the Gentiles in the establishment of the early church. Locate on a Biblical map significant places in the travels of Paul and significant events at each.	



<p>establishing Christian communities in Turkey, Syria, Greece and Cyprus.</p> <p>The Bible contains different genres: myths, letters, wise sayings, Psalms, Historical narratives.</p> <p>The Bible writers drew on the oral tradition and the writings of others to compile their works.</p> <p>The New Testament writers wrote for particular communities experiencing difficult challenges.</p>	<p>Identify various genres in the Bible.</p> <p>Discuss the challenges that faced the writers and audiences of the New Testament.</p>
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Assessment Plan

Year Level Achievement Standards:

By the end of Year Seven students will explain the relationship between God and humankind and describe a way of life faithful to God's Love. **By the end of year seven students will describe the structure and identify some of the genres of the Bible.** They examine some of the social and cultural practices of Judaism in the time of Jesus and express personal interpretations of Jesus as teacher and healer. **Students describe the role Saint Paul played in the establishment of the Church.**

By the end of Year Seven students analyse different qualities, features and conventions of the symbols and rituals of each of the seven Sacraments to identify how they celebrate the risen Christ.

By the end of Year Seven students in the context of the Exodus story, investigate the Ten Commandments. They make connections between the Commandments and ways of living justly as a community.

By the end of Year Seven students identify people who live in the Holy Spirit. They communicate the ways they are signs of life, hope, service, and justice. Students identify the specific spirituality of the school and how it reflects the wider mission of the Church.

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
Formative	Invite the students to write down individually what they know already about St Paul. Take note of the areas where student knowledge is lacking.	Responses on a sheet of paper.	Beginning of the unit
Assessment for Learning	Students locate different books of the Bible eg Gospels, letters in the New Testament. Take note of students who need assistance.	Observations	During the unit



	<p>Students choose one image of “Paul on the road to Damascus” and explain why they chose it.</p> <p>Students look closely at one of Paul’s letters to understand the format. They summarise the content in a postcard.</p>	<p>Response in Religion book.</p> <p>Responses to questions. Postcard</p>	
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Assessment Plan

Year Level Achievement Standards:

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
Summative Assessment of Learning	<p>Students write a review of the film “Acts” taking note of key characters.</p> <p>Students locate on a map significant places in the travels of Paul.</p> <p>As individuals, pairs or groups of three, students pick a person who met Paul and tell their story. Their research could highlight how Paul travelled through the Roman Empire. He faced challenges as he was part of the Jewish religious culture of first century Israel. Through scripture passages that show Paul in action E.g. In Jerusalem, going to synagogues, preaching, travelling etc students will come to see that Paul challenged the laws, traditions and customs of His people.</p> <p>Students prepare a presentation for the rest of the class showing what life was like for particular people in the New Testament who met Saint Paul. This presentation could take the form of a letter, diary entry, short play, dramatic presentation, rap or other report such as a story pyramid.</p> <p>Complete a summary of what they have learned about Paul in a mini-book.</p>	Film review Map Research Presentations in a variety of forms Biography of St Paul	During the unit During the unit During the unit During the unit At the end of the unit
Affective Assessment as Learning	Looking back over this unit – What worked well? What choices did you make? What did you enjoy? What was challenging? What will you change?	Photos of the students Journal entries	At the end of the unit



Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	Tuning In	<p>What do you know about Saint Paul?</p> <p>Ask the students to write down individually what they know already and to number each response eg:</p> <ol style="list-style-type: none"> 1. He was also called Saul. 2. His story is in a book in the Bible known as the Acts of the Apostles 3. He persecuted Christians 4. He changed and became a Christian 5. He travelled to many different countries in Asia and Europe 6. He wrote many letters that are included in the Bible and read in church 7. etc 	<p>Each school needs a copy of Maurice Ryan's 2011 book <i>Learning links to Paul</i></p> <p>Paper eg Shopping list</p>	<p>Assessment for learning to ascertain students' prior knowledge</p>
		<p>After Jesus, Paul is perhaps the most important person in the history of Christianity.</p> <p>We are going to learn more about Paul, the places he travelled, the people he met and the things he did.</p> <p>Because there is so much to do, we are going to work as teams of 1, 2, 3 or more and share our work with the rest of the class each week.</p> <p>We will use maps, photos and drawings.</p> <p>We will use video clips, costumes, actors and scripts to bring the story to life.</p> <p>We will also use lots of questions “Who”, “When”, “Where”, “Why”, “What” and “How”</p> <p>You can record your information in your Religion books, another hard-copy book, an e-book, a PowerPoint or prezi, or a website.</p>	<p>Students will need their own Bibles for this unit</p> <p>These could be displayed around the classroom as cues.</p>	



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	Finding Out	<p>For the first section, the teacher models the process that the class/ groups in the class, will use in the following weeks:</p> <ol style="list-style-type: none"> 1. Locate the contents page in your Bible. 2. Find the New Testament section 3. See the lists of the Gospels <ul style="list-style-type: none"> - Matthew (written in 70s or 80s) - Mark (the first of the gospels written) - Luke (written about the same time as Matthew's) - John (written a little bit later) 4. Notice the name of the next book in the Bible "The Acts of the Apostles" 5. Now go to the beginning of Luke's gospel 1:1-4 The teacher can show the text from Bible Gateway on an electronic whiteboard for all the class to see. <p>Question 1: Who is Luke writing the gospel for? "Theophilus". This is a Greek name – it means "lover of God".</p> <ol style="list-style-type: none"> 6. Now go to Acts 1:1-3 and you will see that Luke is now writing the second part of his story about Jesus. This is the sequel. It belongs to a particular genre of writing in the Bible – "historical narratives". A narrative has a story. 	<p>Students will need their own Bibles.</p> <p>http://www.biblegateway.com/passage/?search=Luke+1%3A1-4&version=NIV</p> <p>http://www.biblegateway.com/passage/?search=Acts+1%3A1-3&version=NIV</p> <p>Teachers can get a very quick overview of Acts in this video: http://www.youtube.com/watch?v=MJIHgMR7LP0&feature=youtu.be</p>	Assessment for learning
	Finding Out	<p>To help us learn more about Paul, we are going to use some extracts from a movie called "The Acts of the Apostles". It is quite long (3 hours) so we won't watch all of it.</p> <p>We are going to write a film review on this movie.</p> <p>We are going to watch the opening credits from the movie to answer some of the questions. In the Acts of the Apostles, the narrator is Luke. Paul mentions Luke, the doctor, in his letter to the Colossians (4:14)</p>	<p>The Visual Bible has produced <i>The Acts of the Apostles</i>. It is available on DVD or in 20 parts of 10 minutes each on you tube.</p> <p>Resource 1: "Film review based on <i>Learning links to Paul</i> p 33</p> <p>http://www.youtube.com/watch?v=wMCiVj04jxE</p>	Assessment of learning



		<p>What is the title of the movie: Acts Who are the lead actors: Dean Jones (Luke), James Brolin (Peter), Henry O. Arnold (Paul) Who is the Director: Regardt van den Bergh How long does the movie go: 190 mins What is the plot: Jesus returns to heaven. The disciples in Jerusalem are filled by the Spirit of Jesus at Pentecost. They baptise many people as followers of Jesus.</p> <p>(NB The first part also refers to the suicide of Judas see Acts 1:15-26 so mute the sound or fast forward through this section.)</p> <p>Any other questions?</p>		
	Finding Out	<p>The first mention of Paul in Acts of the Apostles is at the end of chapter 7 (v 58) where he is called “Saul” – a Jewish name. (The first king of Israel was King Saul.)</p> <p>There is a possible timeline for the life of Paul in the resources that follow to help teachers.</p> <p>As the Acts movie depicts the death of Stephen quite graphically, teachers should use this animated movie instead.</p> <p>Instead of watching the whole movie (25 mins) you might want to watch it in sections eg Death of Stephen, journey to Damascus, time in Jerusalem, church in Antioch,</p>	<p>Resource 2: A timeline of the life of St Paul</p> <p>Paul's Adventures http://www.youtube.com/watch?v=0w4xb3VUccA</p>	
	Finding Out	<p>Invite the students to locate the places on a map and to highlight them.</p> <ul style="list-style-type: none"> - Jerusalem - Damascus - Antioch (in Syria) 	<p>Resource 3: Map Paul's First Journey from http://www.bible.ca/maps/maps-pauls-first-journey.htm</p>	Assessment of learning



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	Sorting Out	<p>You can watch another version of Paul's encounter with Jesus on the road to Damascus.</p> <p>Now ask the students to go to Google Images and choose one image of "Paul on the road to Damascus" and explain why they chose it. They can answer questions like these:</p> <ol style="list-style-type: none"> 1. Who is the artist? 2. Which part of the pictures catches your attention? 3. What do the colours in the picture suggest? 4. Compare the differences between the picture and the story in Acts 9:1-22. Are there elements in the story that are not in the picture? Are there elements in the picture that are not in the story? 	<p>Veggie Tales: http://www.youtube.com/watch?v=I_7tdhPHcHw</p> <p>The Brick Testament version of this story might appeal to students in the light of the Lego Movie http://www.bricktestament.com/acts_of_the_apostles/jesus_binds_saul/ac08_03p09_01.html</p>	Assessment for learning
	Finding Out	<p>From Antioch, Paul made many journeys. This short animated clip describes three of Paul's journeys.</p> <p>Gifted students might like to locate these places on a map as they watch. To convert miles to kilometres: 1400miles = 2250 km 2800miles = 4500 km</p> <p>These students might like to think of comparable journeys eg – Brisbane to Cairns is 1700kms, Mackay to Sydney is 1400 kms, Brisbane to Perth is 3600kms (as the crow flies) or ...</p> <p>There might be a song that would seem to be appropriate as they think of all these journeys that Paul and his companions made.</p> <p>They could follow the journey on a board game such as "Paul's Big Adventure" or make up their own board game.</p>	<p>Veggie Tales: http://www.youtube.com/watch?v=Hy4K1pP408Y&feature=youtu.be</p> <p>A map with Paul's four journeys is located here: http://gbgm-umc.org/umw/corinthians/maps/pjbig.gif</p> <p>"Many roads, one journey" – Andrew Chinn</p> <p>Resource 4: <i>Learning Links to Paul</i> p 19</p>	Assessment of learning



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	Sorting Out	<p>Paul met many different people on his journeys. Some of them changed him and some of them Paul changed.</p> <p>As individuals, pairs or groups of three, the task is to pick a person who met Paul and to tell their story. Some questions that might help:</p> <p>Questions to answer:</p> <ol style="list-style-type: none"> 1. Who is this person? 2. Are they Jewish or Gentile? 3. Where did they meet Paul? 4. What happened when they met? 5. Were there any challenges/problems to face? 6. How were they changed? 7. How will we tell the story? <p>Possible people include:</p> <ul style="list-style-type: none"> - Barnabas (Acts 4:36-37, 9:27, 11:22-30, 13:1-7, 13:42-50, etc) - Peter (Acts 15:1-35) - Lydia (Acts 16:11-15) - A jailer (Acts 16: 16-40) - Priscilla and Aquila (Acts 18:1-25) - Eutychus (Acts 20:6-12) - Timothy - Onesimus (Letter to Philemon) 	<p>This excellent website offers photos and maps of various locations from Paul's journeys. http://www2.luthersem.edu/ckoster/Paul/Early/Main.htm</p> <p>For simple costumes: Jewish men wore a loose tunic with sleeves that came to mid-calf, a rope, leather or cloth sash, a square cloak draped over the shoulder and wooden or leather sandals. Women wore ankle-length tunics and a veil that extended to the floor. They never let their hair show except on their wedding day.</p> <p>Use Bible Gateway http://www.biblegateway.com/passage/ to find references to the person.</p> <p>As an example of a script, there is one about Paul and Silas and the jailer here http://www.kingdomstory.net/dramatisedreadings-new.html</p>	Assessment of learning
	Communicating	<p>They could write a scene to tell the story</p> <p>They could make a story pyramid about this character.</p> <p>They could compose a rap.</p>	<i>Learning links to Paul</i> p18, p 31, p 23.	Assessment of learning



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	Communicating	<p>One of the ways that Paul communicated with the churches or communities that he travelled to was by letters.</p> <p>Look at the contents page of your bible – how many letters are from Paul (13) Who else has letters included in the bible? – James, Peter, John, Jude.</p> <p>The format of these letters is different to the way we write letters today.</p> <p>Look at one letter eg 1 Thessalonians:</p> <ol style="list-style-type: none"> 1. Who is the sender? Paul, Sylvanus and Timothy 2. Who is the receiver? The Church of Thessalonica (Can you find it on a map?) 3. How does Paul greet them? “May grace and peace be with you”. 4. Where do we hear those words today? In church/at mass 5. What is the main message of the letter? <ul style="list-style-type: none"> - Thanksgiving - Paul’s ministry (work) in Thessalonica - Paul’s wish to visit them - Timothy’s report - Advice about living in holiness and love - The coming of the Lord - Final instructions – be thankful, live at peace, pray, 6. How does the letter end? – May the grace of Christ Jesus our Lord be with you. <p>You might like to use one of Paul’s greetings with your students each morning or afternoon. The students could repeat it after you. The students could choose a greeting to lead their prayers. Ask them to listen for the greeting at mass.</p> <p>The class could try to transfer the key points from Paul’s letter into a postcard.</p>	<p><i>Learning links to Paul pp 7-9, 16</i></p> <p><i>Learning links to Paul p 24</i></p>	<p>Assessment for learning</p> <p>Assessment for learning</p>



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	Communicating	<p>Paul's letters were read again and again in the churches. Some people learned parts off by heart. The students might find some of these sayings on holy cards. They could also make their own. They could send a card to the students in Year 7 at St Paul's School, Gracemere.</p> <p>Many of Paul's letters have inspired songs. Ask your grandparents/parents/teachers if they know any of these songs and if they have a favourite:</p> <ul style="list-style-type: none"> - Earthen vessels (2 Corinthians 4:7) - The Fullness of God (Ephesians 3:14-21) - If God is for us (Romans 8:31) - One Bread, One Body (1 Cor 10:17, Rom 12:4-5) - Rejoice in the Lord always (Phil 4:4) <p>As a class, they could vote for these singers and their songs inspired by St Paul</p> <ul style="list-style-type: none"> - Christ lives in me – Simon Hyland, Rebecca Williamson (Gal 2:19-20) - Come Holy Spirit – John Angotti (Eph 4:4-6) - Mission to Love – Anne Maree Higgins (1 Cor 13:4-7,13) - One Body in Christ – Amanda McKenna (1 Cor 12:12-14) - The peace of the Lord – Judy Bailey (Phil 4:7) - Though we are many – Judy Bailey (Rom 12:5) - When we eat this bread – Amanda McKenna (1 Cor 11:25-26) <p>If your school is more familiar with the works of Andrew Chinn, you could vote using songs such as these:</p> <ul style="list-style-type: none"> - One faith, one hope, one love – Andrew Chinn - We are the body of Christ – Andrew Chinn - When we eat this bread – Andrew Chinn - We are one – Andrew Chinn <p>The feast of St Peter and Paul will be celebrated on Sunday 29 June 2014. As this is the first weekend of the June holidays, you could have a celebration with your class of their lives. Perhaps a "Paul" party, where people wear "purple" or "pink", play games such as "Pictionary", drink "punch" and eat "pizzas", "party pies", "pikelets" etc</p>	<p><i>As one voice: the next generation</i></p> <p><i>Together as One Vol 1 People of peace</i></p> <p>Other ideas for games are located here: http://www.sundayschoolresources.com/games.htm#Who%20am%20I</p>	<p>Assessment as learning</p> <p>Assessment as learning</p>



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	Evaluating and Reflecting	<p>Complete the biography of St Paul. Students could make a mini – booklet and write in it rather than using the printed sheet.</p> <p>Share their responses to these questions:</p> <p>Which person is most like Paul today?</p> <p>What qualities and characteristics does this person share with Paul?</p>	<p>Resource 5: <i>Learning links to St Paul</i> p 29</p> <p>To make a mini- book go to http://www.youtube.com/watch?v=KEXYqRit9JY</p> <p>Assessment as learning</p>	
	Teacher reflection and Evaluation	<p>As you look back over this unit,</p> <p>What worked well?</p> <p>What choices did you make?</p> <p>What did you enjoy?</p> <p>What was challenging?</p> <p>What will you change?</p> <p>If you as a teacher would like to learn more about St Paul, you could view this video. Tom Holland presents his views on St Paul in this episode from the Bible: A history. It is a presentation for adults, not children. It is thought-provoking but not “infallible” teaching.</p>	<p>Assessment as Learning and for Learning</p> <p>http://www.youtube.com/watch?v=ovIAmlieHLY&feature=youtu.be</p>	

