

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: 7		Term: 1	Year:
Inquiry / Wondering Question: I wonder about Jesus as he lived in first century Palestine. I wonder about the people he met, how he influenced them and how he was portrayed in the Bible.			
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: What do the Gospels tell me about Jesus? What different genres can you find in the Bible? Who were the people influenced by Jesus? What were the social, cultural customs at the time of Jesus?		I Wonder: I wonder about the different genres in the Bible. I wonder about Gospel writers portray Jesus. I wonder how others at the time of Jesus reacted to him and his actions. I wonder about life at the time of Jesus.	
Knowledge & Understanding... Jesus is the Son of God, who offers hope to the world Jesus was a Jew, who lived and grew within the Hebrew tradition. CCC 577-594 (In the Hebrew tradition, Son of God is understood as one in whom God is present.) Jesus reached out to all people, particularly the marginalised, vulnerable and poor, and acknowledged their human dignity. Jesus taught the value of faith and acknowledged and responded to the faith of some people around him		Skills... Examine some political, social, historical and religious elements in first-century Palestine. Present the key teachings and practices of Judaism in the time of Jesus. Examine the role of Jesus as teacher and healer Reflect on how Jesus' words and actions influence our own life and the lives of others.	



<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>The Gospels of Matthew, Mark and Luke are called the Synoptic Gospels.</p> <p>All four gospels provide a unique insight into the person and life of Jesus.</p>	<p>Identify various genres in the Bible.</p> <p>Outline how the Bible was constructed.</p> <p>Discuss the challenges that faced the writers and audiences of the New Testament.</p> <p>Define what a synoptic Gospel is and locate a common text.</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 Assessment <i>for</i> Learning	Introduce the features of selected literary forms and have students locate and read references and classify according to text. See Resource No 1 for scripture suggestions. Jesus Quiz	Retrieval chart Quiz	Beginning of the Unit Beginning of Unit



	<p>Use learning centres to see what students already know about aspects of life in the times of Jesus. Select topics that they are familiar with e.g. climate, geography, political situation, social structure, land use and ownership, diet and food preparation techniques etc. use EEKK, concentric circles or team –milling strategies to share information.</p> <p>Take note of the areas where student knowledge is lacking.</p>	EEKK	During the Unit
<p>Summative Assessment of Learning</p>	<p>Introduce the features of selected literary forms and have students locate and read references and classify according to text. See Resource No 1 for scripture suggestions.</p> <p>Prepare a report on what life was like for particular characters of the Old Testament. This report could take the form of letters, diary entries, peoplescope or perhaps an anthropologist's report.</p> <p>Research as an individual or in groups how Jesus was immersed in the Jewish religious culture of first century Israel and how he followed the laws, traditions and customs of His people. Can you find scripture passages that show Jesus' actions as a Jewish man? E.g. going to synagogue, going to temple, washing ritual, participating in Jewish rituals: Passover.</p> <p>Multiple Intelligences research on groups at the time of Jesus.</p> <p>This is your Life presentation</p>	<p>Retrieval chart</p> <p>Creative report in a variety of forms</p> <p>Report</p> <p>Multiple Intelligences</p> <p>Drama presentation</p>	<p>Beginning of the Unit</p> <p>Beginning of the Unit</p> <p>During the Unit</p> <p>At the end of the Unit</p> <p>At the end of the unit</p>
<p>Affective Assessment as Learning</p>	<p>Complete a shape up your thinking activity</p> <p>What ideas square up with your thinking?- square shape</p> <p>What new ideas have surfaced?- triangle shape</p> <p>What thoughts, ideas, concerns are going round and round inside your head? – circle shape</p>	<p>Shape up your thinking</p>	<p>At the end of the Unit</p>






Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	Tuning In	<p>Investigate the Bible and its people.</p> <p>In small groups children investigate the layout of the Bible e.g. Old Testament, new Testament, genres, index, maps etc.</p> <p>Introduce the features of selected literary forms and have students locate and read references and classify according to text. See Resource No 1 for scripture suggestions. Students can work individually or in Learning Teams to read the selected scripture and to identify special features of the text. They can share this information with the whole class.</p> <p>Using the information from the previous activity have students locate four different literary styles found in the Bible. Identify the chief characteristics of each style. Use examples to show this.</p> <p>Use resources such as biblical maps, timelines, and books containing background to the Hebrew people, commentaries or other reference tools to prepare a report on what life was like for particular characters of the Old Testament. This report could take the form of letters, diary entries, peoplescope or perhaps an anthropologist's report.</p>	<p>Students will need their own Bibles for this unit</p> <p>Resource sheet No 1</p> <p>Biblical maps, timelines, Commentaries, Maurice Ryan – Reading the Bible, Teaching the Bible</p>	<p>Assessment for /of Learning Student ability to locate scripture text and identify the genre</p> <p>Assessment of learning</p>



		<p>To establish the contexts the gospels were written in, New Testament times, show students images of the Holy Land, maps of Palestine, houses etc.</p> <p>In order to understand Jesus we need to know something of his background. Jesus was born in Bethlehem but grew up in the Galilean town of Nazareth. Knowing the locations mentioned in the Gospels helps us to follow the story of Jesus' life.</p> <p>Jesus Quiz: Resource No 2 – Learning Links to Jesus p 5 answers page 6</p>	<p>Images, books, maps, etc.</p> <p>Jesus Quiz</p>	<p>Assessment for learning to ascertain students previous knowledge</p>
	Finding Out	<p>Use learning centres to see what students already know about aspects of life in the times of Jesus. Select topics that they are familiar with e.g. climate, geography, political situation, social structure, land use and ownership, diet and food preparation techniques etc. use EEKK, concentric circles or team –milling strategies to share information. Take note of the areas where student knowledge is lacking.</p> <p>What did Jesus look like? We are not sure. The images of Jesus that are common today are artist's impressions. In the gospels no mention is made of his appearance. Jesus probably looked like most inhabitants of Palestine at the time having dark skin, hair and eyes. Discuss this with the students and using various images explore how the artist has portrayed Jesus and why they have used this image. Make sure you include some more authentic images of Jewish men. Research as an individual or in groups how Jesus was immersed in the Jewish religious culture of first century Israel and how he followed the laws, traditions and customs of His people. Can you find scripture passages that show Jesus' actions as a Jewish man? E.g. going to synagogue, going to temple, washing ritual, participating in Jewish rituals: Passover. http://www.historian.net/NTHX.html http://www.jesuscentral.com/ji/historical-jesus/jesus-firstcenturycontext.php teacher background information on www.newreligioncurriculum.com</p> <p>Read the story of Jesus' presentation in the Temple. Luke 2:22-24 What does this story tell us about Jesus and his family's observance of the Sabbath? Using images to help think about the scripture and discuss</p>	<p>EEKK strategy A-Z teacher strategies GN4L on www.newreligioncurriculum.com</p> <p>Various images of Jesus</p> <p>Research various books, internet sites, encyclopaedias, biblical handbooks, http://www.historian.net/NTHX.html http://www.jesuscentral.com/ji/historical-jesus/jesus-firstcenturycontext.php teacher background</p>	<p>Assessment for learning</p> <p>Assessment of Learning</p>



		<p>how the image portrays the Temple, clothes, etc. Rembrandt – The presentation of Christ in the Temple. Search Google images</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Think about – Jesus in the synagogue As a Jewish boy growing up in a religious community, Jesus would have been very familiar with the Jewish law contained in the Torah, the first five books of the Bible. Jesus' familiarity with the law is noted in the gospels when people refer to him as "rabbi". A rabbi is a teacher who is expert in Jewish laws and religious customs. Jesus often spent time discussing and arguing about the law with others, especially the Pharisees. He also attended meeting houses called synagogues. These are places where Jews gather for instruction, discussion and prayer. An example of Jesus teaching in a synagogue is given in Luke 4: 16-19. Read this account What does this passage tell us about Jesus? What is a synagogue?</p> <p>Occupations at the time of Jesus Work in pairs to understand more about life during the time of Jesus Read the passage to find out which occupations are referred to Mark 4:3 Luke 7:41</p> <p>Mark 6:3 Mark 12:38</p> <p>Luke 2:8 Matthew 8:6</p> <p>Mark 2:14 Luke 10:35</p>	<p>information on www.newreligioncurriculum.com</p> <p>Google images</p> <p>Bible</p> <p>Discussions Retrieval Charts</p> <p>Bible</p>	<p>Assessment for /of Learning</p> <p>These activities can be used to ascertain students' knowledge for further learning activities.</p>
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		<p>Mark 1:16 Luke 4:23</p> <p>Luke 19:45 Luke 7:2</p> <p>Luke 6:48 Luke1:5</p> <p>At the time of Jesus, women were often vulnerable because of the customs. For example, if a woman had no father, husband or son to support her, she could be left destitute. By the way he related with women Jesus taught that God's kingdom was one of justice and compassion for all people.</p> <p>Read Luke 7:11-17 Luke 10:38-42 Luke 13:10-17</p> <p>What makes these stories extraordinary? How might Jesus' action have influenced others?</p> <p>Select several passages (miracles and parables) that describe actions and thoughts of Jesus, identify any cultural issues that will aid in understanding the significance of the actions e.g. Attitudes to lepers and then propose what these actions tell us about God.</p> <p>Jesus in Matthew's Gospel Read Matthew 22:34-40 to fully understand the significance of the great commandment. Why might the Pharisees have posed the question to Jesus about the Law? What message was Jesus giving the Pharisees in verse 40?</p> <p>Jesus in Mark's Gospel Read Mark 8: 34-38 "the Condition of Following Christ" Describe the initial response to this scripture passage. Summarise the challenge that Jesus puts to all Christians in this passage. Imagine that you are in the crowd watching the events described in this passage. Write a recount of the story that highlights the emotions felt by those at the scene.</p>		
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		<p>Jesus in John's Gospel Each of the following references from John's gospel contains a statement of faith in Jesus. For each, write out what was said and who said it. John 1:49 John 6:68-69 John9:38 John 11:27 John 20:28</p> <p>Parables Which of the following items is the most important in making a story interesting? Length Language Characters Relevance Message Other things Give reasons for or answer.</p> <p>Parables: The word parable comes from the Greek word parable which means putting two things side by side so that they can be compared. Jesus used parables to challenge the thinking and behaviour of his audience. He used every day experiences to make sure they understood what he was saying.</p> <p>Group some of the themes used in parables. These include agriculture images, images of nature, feasts and celebrations and repaying debt. Give at least two examples of each.</p> <p>Read the parable of the mustard seed Matthew 13:31-33 The Pharisee and the Tax Collector Luke 18:10-14 The fig tree Luke 13:6-9 Identify cultural aspects of first century Palestine from these parables</p> <p>Using parables (e.g., Mt13:31-32, Lk 18:10-14, Lk 13:6-9, Mt 13:44-46), complete an imagined eyewitness account as a letter, or postcard, or newspaper report. Imagine you were there when Jesus told this story. What did he say? What did you think? What did you say to your friends about Jesus later on?</p>		
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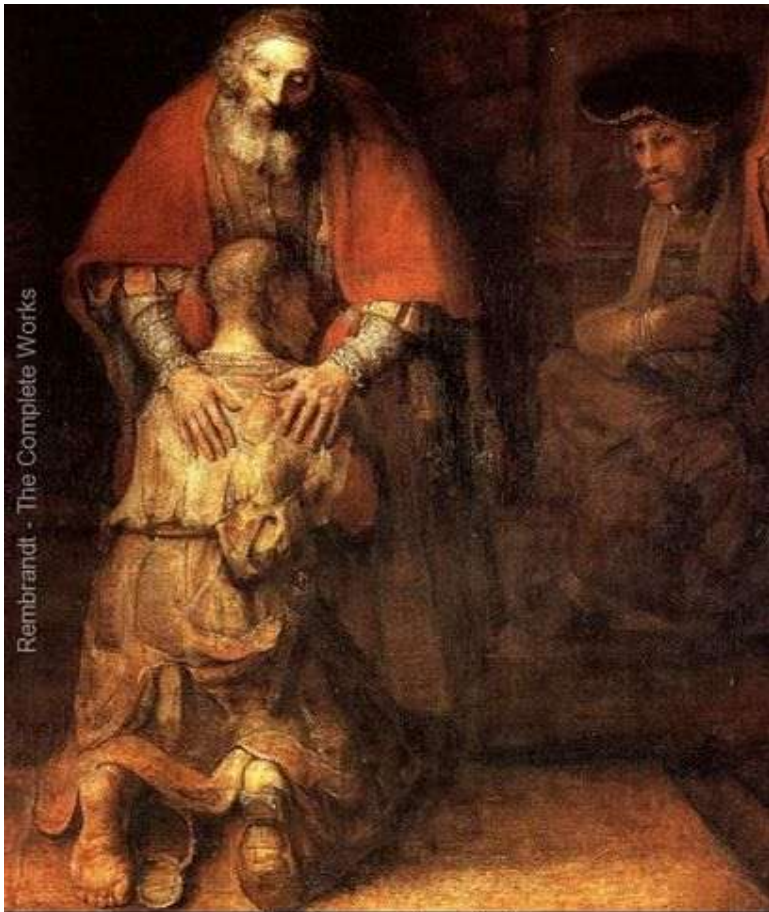
		<p>What do you think Jesus was trying to say about the Kingdom of heaven? How did it make you feel? Read Luke 15:11-32 Examine two artworks “Forgiving father” and “the Prodigal Son” and other images of the story of the Prodigal Son. Write words to describe the emotions you see in the images Words and phrases from the scripture which reflect these emotions Jesus used parables as one means of getting people to think about their own lives and their relationship with God and others.</p>	<p>Write a narrative in the form of an eye witness account of Jesus teaching. This could be in the form of a letter, postcard, newspaper report</p>	
	Sorting Out	<p>Using background information, websites, books, biblical maps, other reference materials on life in first century Palestine complete a Multiple Intelligences research on groups at the time of Jesus. Small groups are allocated one of the groups from first century Palestine: Sadducees Essenes Scribes Zealots Samaritans The aim is to research and present information to the class in a manner that will help students remember characteristics of the religious/social groupings at the time of Jesus Musical/rhythm: the groups prepares a song or rhythmical beat to accompany their spoken presentation. Intra-personal; this is an appropriate style for presenting the Essenes. The small groups can develop a prayer space and through the use of mantra emphasise the lifestyle of the Essenes – prayer, fasting and silence. Visual-literate; students can use this style to create props for a variety of their presentations Mathematical-logical; student develop puzzles which members of the class solve to discover information. Once given the guidelines for research tasks, students are required to develop methods of sharing their researched information.</p>	<p>Multiple Intelligences Research activity</p>	<p>Assessment of Learning</p>



		 <p>Historical Facebook</p> <p>Create a Facebook page for a historical figure. Have fun but be accurate.</p> <ol style="list-style-type: none"> 1. Insert a picture of your historical figure. 2. Where is the historical figure's profile? 3. Where is the historical figure's place of birth? 4. What is the historical figure's date of birth? 5. What is the historical figure's date of death? 6. What is the historical figure's hometown? 7. Place a dot on all of the places that the historical figure visited over the course of their life. (You can use any tool for this area.) 8. List four groups that the historical figure would have been friends with on Facebook. 9. Make up two Facebook groups that the historical figure would have created. 10. List one school the historical figure would have attended and one other teacher the historical figure would have met. 	<p>Create a fakebook page for Jesus including as much information as you can that reflects the time and culture of first century Palestine.</p>		
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	<p>Communicating</p>	<p>With the information gained, students present a “This is your life” segment about Jesus. This could be done as a group presentation to the class or each group could video their presentation for class viewing.</p> <p>Create a class newspaper, which describes the Jewish culture, geography and social structure in the time of Jesus. Examine sample travellers’ guidebooks and then develop a similar booklet to introduce a teenager to life at the time of Jesus.</p> <p>Students are asked to select (or are given) of one of the Biblical stories and re-write this in the first person using or reporting on All of their senses – If they were there what did they See? Feel? Hear? Smell? Taste? –What did they say?</p>		
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Rembrandt - The Complete Works

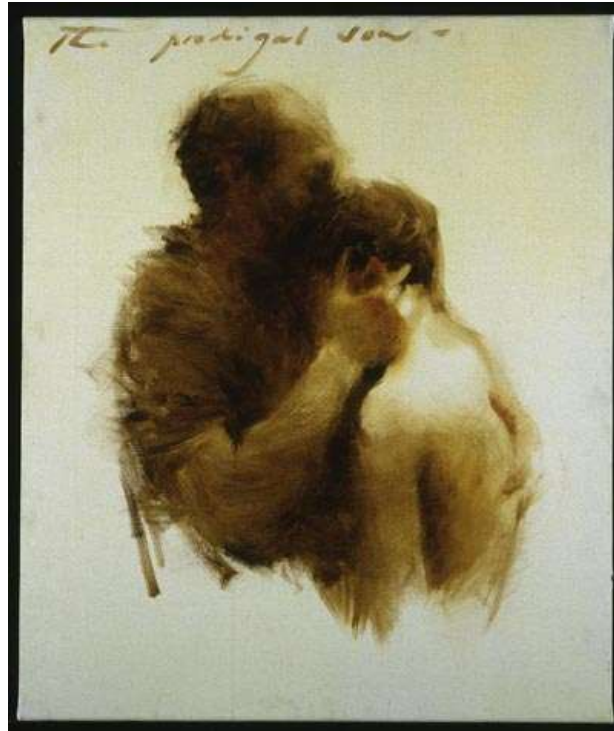
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