

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: Nine	Term:	Year:
Inquiry Question: How can we be modern day prophets for a just society?		
Strands:		
Beliefs		
Sacraments		
Morality		
Prayer		
Class context/Learners: To be added by class teacher		
<p>Key Inquiry Questions: Who were some of the prophets in the Old Testament? What were the messages they were advocating? Who is a modern day activist for justice? What can I do to promote a just society?</p>	<p>I Wonder: I wonder about the prophets in the Old Testament I wonder who they were and what they did. I wonder about issues of justice in my world today. I wonder how we can be prophets of change.</p>	
<p>Knowledge & Understanding... The biblical prophets reveal the nature of God The Hebrew prophets challenge people to keep the demands of the covenant. Modern –day prophets live out the God’s call to justice. Christians from other denominations who have worked for justice e.g. Martin Luther King, Dietrich Bonhoeffer. Leaders from other religious traditions who have worked for justice e.g. Gandhi, Dalai Lama.</p>	<p>Skills Communicate central messages and themes of Hebrew prophets. Research and explain how people can be the “Face of God.” Identify ways individuals can respond with justice to issues in the world. Explore the relationship between the dramatic actions and challenging messages of some Old Testament prophets.</p> <p>Analyse the Church’s teaching about the common good. (Bishop’s statement- common wealth for the common good)</p>	



Concern for the good of the community is a basic principle of Christian morality. According to Church teaching, personal gifts are meant to be at the service of others and of the common good. CCC1905-1917The good of the community can be protected and promoted in a variety of ways.	Investigate and present a variety of ways of protecting and promoting the common good. Explore ways of serving the common good using personal gifts and talents.
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Assessment Plan

Year Level Achievement Standards:

By the end of Year Nine students present an understanding of how the prophets are models for Christian life. They explore and present the life stories of people striving to follow Gospel values in their particular time and circumstance. Students demonstrate their understanding of the Christian teaching of Jesus overcoming death in the resurrection. Students identify and describe aspects of their own lives and modern culture that need to be transformed.

By the end of Year Nine students analyse different qualities, features and conventions of the symbols and rituals of the Sacraments of Healing. Students reflect on how the Sacraments of Healing continues to enrich their relationship with God.

By the end of Year Nine students discuss the effects of self-centred personal choices on relationships with God, others and the earth. Students demonstrate an understanding of a variety of groups and actions that work for the common good within the community. Students identify some of the benefits of participating in action to promote justice in the school, local and wider community.

By the end of Year Nine students communicate that prayer is deeply personal but also communal. Students know some formal prayers and are introduced to some from the tradition. Students evaluate and discuss the actions, motives, values of individuals and groups such as lay people and founders of religious orders.

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
Formative Assessment for Learning	Brainstorm or Think Pair Share or T chart or Y chart. In small groups brainstorm the idea of what a prophet is. Answer questions in groups.	Think Pair Share, T chart or Chart	Beginning of the Unit
	Watch the Book of Amos trailer in Scripture section of RE Source at http://www.resourcemelb.catholic.edu.au/ Discuss: what do we now know about biblical prophets? KWL chart or Huddle or EEKK strategy see GN4L strategies on	Discussion, KWL or Huddle or EEKK strategy.	Beginning of the Unit



	<p>www.newreligioncurriculum.com</p> <p>Look up each of the selected passages from the book of various prophets and summarise what they are saying.</p>	Retrieval Chart	During the Unit
Summative Assessment of Learning	<p>Look up each of the selected passages from the book of various prophets and summarise what they are saying.</p> <p>Write a letter to David from Nathan which explains why God is displeased with him. Your letter should also include steps David needs to take to make up for his failures.</p> <p>Working in pairs or small groups (expert groups, Graphic organisers, etc.) and working from the selected passages below from the books of the biblical prophets find examples where the following understandings can be observed in the world today: Scripture: Isaiah 58:6-11 Micah 6:8 Amos 5:11-15</p> <p>Students complete a 5Ws +H (A-Z Teaching Strategies www.newreligioncurriculum.com) on a contemporary prophet. Students use this retrieval chart information to design and create a Peoplescape (A-Z teaching Strategies www.newreligioncurriculum.com) of a contemporary prophet. Students feature on the peoplescape the name and likeness of the prophet together with words, phrases and visual symbols that represent his or her life.</p> <p>Or</p> <p>Either put together a short three-minute presentation to present to others in class, write a Fakebook profile or write a magazine style profile on that person. Include what their job/background was, a brief summary of what they did, any significant incidents that led to their work, how their faith affected what they did, and a quote.</p> <p>Express the personal spiritual meaning of a scriptural text from one of the Prophets examined in this unit through a chosen mode</p>	<p>Retrieval Chart</p> <p>Personal Letter</p> <p>Graphic Organisers</p> <p>5Ws+H</p> <p>Peoplescape</p> <p>Presentation, Fakebook page : http://www.classtools.net/FB/home-page magazine profile</p> <p>Personal creative response</p>	<p>During the Unit</p> <p>During the Unit</p> <p>During the Unit</p> <p>During the Unit</p> <p>During the Unit</p> <p>During the Unit</p> <p>At the end of the Unit</p>



	(e.g. PowerPoint/Prezi reflection, song, prayer, guided meditation, artwork) and relate it challenges in their lives today – as in the short video clip of the prophet Amos at the beginning of the Unit.		
Affective Assessment as Learning	<p>Have students complete a KWL now and at the end of the unit. Showing what I Know what I want to know and to complete this activity at the end of the Unit with what I have Learnt.</p> <p>Journal – reflect in either written or pictorial form on; Compassion? What is it?</p> <p>Personal reflection Respond to three selected scripture passages in terms of what they say to you about how God challenges them to live a life of faith characterised by compassion, love and service. Reflect on decisions you have made and how you felt about your choices. How do the Scriptures challenge you?</p>	<p>Journal, KWL</p> <p>Journal</p> <p>Journal</p>	<p>At the beginning of the Unit</p> <p>During the Unit</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><i>What is a prophet?</i> Brainstorm or Think Pair Share or T chart or Y chart. In small groups brainstorm the idea of what a Biblical prophet is. Answer questions in groups. What do they already know about biblical prophets?</p> <p>Have you ever?</p> <ul style="list-style-type: none"> • Said something that was unpopular, because you knew it was right? • Noticed that you are becoming aware of unfairness and injustice around you? • Noticed that you are more willing than you used to be to offer friendship to people who are different from you? • Stood up for anyone who was being unfairly attacked? • Protested about an issue that you care about/ • Spoken or acted on behalf of disadvantaged groups in your local community? 	<p>Brainstorming strategies GN4L teaching strategies book www.newreligioncurriculum.com</p>	Assessment for learning



		<ul style="list-style-type: none"> Resolved conflict between yourself and another person by careful talking and listening? <p>If you answered yes to even one of these questions of have noticed other people acting in this way, this indicates that you have some idea of what it means to be a prophet. Can you think of other words to call prophets? Give some examples of prophets. How would you define what it means to be a "prophet" in a single sentence?</p> <p>Watch the Book of Amos trailer in Scripture section of RE Source at http://www.resourcemelb.catholic.edu.au/ Discuss the video and have students discuss whether this adds to their understanding of prophets : what do we now know about biblical prophets?</p> <p>Use one of the following strategies for discussion: KWL chart, Huddle, EEKK strategy see GN4L strategies on www.newreligioncurriculum.com Amos believed that he could no more disobey the call to be a prophet that a person could ignore the roar of a lion.</p> <p>Use Tea Party strategy to check understanding of key concepts covered so far. What do you know about prophets? Modern and biblical. p 33 Gn4L Teaching strategies book on Teaching strategies page of www.newreligioncurriculum.com</p> <p>Have students complete a KWL now and at the end of the unit. Showing what I Know what I want to know and to complete this activity at the end of the Unit with what I have Learnt.</p>	<p>Definition of a prophet</p> <p>Melbourne Catholic Education Office – RE Source site /Scripture http://www.resourcemelb.catholic.edu.au/</p> <p>KWL chart, Huddle, EEKK strategy see GN4L strategies on www.newreligioncurriculum.com</p> <p>Tea Party strategy GN4L – teaching strategies booklet p 33 www.newreligioncurriculum.com</p> <p>Journal KWL strategy</p>	<p>Assessment for Learning</p> <p>Assessment for learning</p> <p>Assessment as learning</p>
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<p>Finding Out</p>	<p><i>Biblical prophecy</i> What did the prophets say? Using your Bibles explore these scripture passages</p> <p>Look up each of the passages and summarise what the prophet is saying. Hosea 2:7-15 Jeremiah 2:5-13 Isaiah 44:6-8</p> <p>Look up each of these passages and summarise what the prophet is saying Zephaniah 2:3 Amos 5:24 Micah 6:6-8</p> <p>Look up each of these passages and summarise what the prophet is saying. Isaiah 11:12-13 Jeremiah 23:5-8 Micah 5:1-6</p> <p>Example of a prophet story of David, Bathsheba and Uriah and Nathan 2 Samuel 11:1-5 2 Samuel 11:14-17 2 Samuel 11:26-27 2 Samuel 12:1-7</p> <p>Use art work to help break open an understanding of the story. Pieter Lastman (1583-1633) King David handing the letter to Uriah http://commons.wikimedia.org/wiki/File:King_David_Handing_the_Letter_to_Uriah_1611_Pieter_Lastman.jpg Palma Giovane (Jacopo Negretti) (1544-1628) The prophet Nathan admonishes King David https://picasaweb.google.com/lh/photo/29gXnS_7P1YpTDrrhMHHEw</p> <p>In the story Nathan was David's conscience. Describe how Nathan showed David his sin. Write a letter to David from Nathan which explains why God is displeased with him. Your letter should also include steps David needs to take to make up for his failures.</p>	<p>Bible</p> <p>Hosea 2:7-15 Jeremiah 2:5-13 Isaiah 44:6-8</p> <p>Zephaniah 2:3 Amos 5:24 Micah 6:6-8</p> <p>Isaiah 11:12-13 Jeremiah 23:5-8 Micah 5:1-6</p> <p>2 Samuel 11:1-5 2 Samuel 11:14-17 2 Samuel 11:26-27 2 Samuel 12:1-7</p> <p>http://commons.wikimedia.org/wiki/File:King_David_Handing_the_Letter_to_Uriah_1611_Pieter_Lastman.jpg</p> <p>https://picasaweb.google.com/lh/photo/29gXnS_7P1YpTDrrhMHHEw</p> <p>Letter writing</p>	<p>Assessment for/of Learning</p> <p>Assessment for/of Learning</p> <p>Assessment for /of Learning</p> <p>Assessment of Learning</p>
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		<p>The prophets taught by Actions Elijah – 1Kings 18:17-40 The prophets taught through Visions Ezekiel 37:1-14 The prophets taught through Words Amos 5:21-24 Illustrate the story of your choice in a style that highlights the drama and tension of the story. E.g. drama, visual arts, ICTs.</p> <p>Working in pairs or small groups use De Bono's thinking hats as a strategy and working from selected passages from the books of the biblical prophets find examples where the following understandings can be observed in the world today: Scripture: Isaiah 58:6-11 Micah 6:8 Amos 5:11-15</p>	<p>Know Worship Love Yr. 9 Student Book p 85</p> <p>Creative Response</p> <p>De Bono's thinking hats GN4L teaching resource www.newreligioncurriculum.com Bibles Isaiah 58:6-11 Micah 6:8 Amos 5:11-15</p>	<p>Assessment of Learning</p>
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	<p>Sorting Out</p>	<p>Develop a list of people within your school or local community who you think are prophets. Share your list in small groups Select one person and talk about their qualities Write a note to that person thanking them for the contribution they make to the community.</p> <p>Who would you say today in Australia/the World was most like the prophets of ancient Israel? Why? Can you think of anyone in the world beyond Australia who acts like a prophet? Name them and justify why you think they are prophetic.</p> <p>If someone (who?) invited you to be a prophet today, in Australia, would you accept the invitation? How would you feel about receiving the invitation? What do you imagine they would be asking you to do and/or say? What qualities do you possess that would make a good prophet? What qualities do you think you would need to attain before you took this role? Create a Character Map listing the qualities of a modern day prophet</p> <p>Me, A Prophet? God calls each of us to be a "prophet", just as God called Jeremiah. In the first chapter of Jeremiah, we read how Jeremiah protested against this calling, claiming that he was too young to be a prophet and did not know how to speak. He was only a teenager. Well, God did not let Jeremiah get away with that excuse. And God doesn't let us get away with it either. Read these words carefully:</p> <p>"The word of Yahweh was addressed to me, saying: 'Before I formed you in the womb I knew you; before you came to birth I consecrated you; I have appointed you as prophet to the nations.' I said, 'Ah, Lord; look, I do not know how to speak: I am a child!' But the Lord replied, 'Do not say, "I am a child". Go now to those to whom I send you and say whatever I command you. Do not be afraid of them, for I am with you to protect you - it is the Lord who speaks!' Then the Lord put out his hand and touched my mouth and said to me: 'There! I am putting my words into your mouth...' (Jeremiah 1:4-9)</p> <p>Questions to prompt discussions individually or in groups. When you think about God calling you to be a prophet, perhaps not to a whole nation as Jeremiah was, but at least to a few people, how do you feel? To whom has God already sent you as a prophet? To whom do you think God wants you to go at this point in your life?</p>	<p>Letter</p> <p>Character Map A-Z teaching strategies Teaching Resources www.newreligioncurriculum.com</p> <p>Reflective exercise – Journaling</p>	<p>Assessment for learning</p> <p>Assessment for Learning</p> <p>Assessment as Learning</p>
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	<p>What do you think God wants you to communicate, in action and/or in words, to that person or group?</p> <p>Poem And the Lord said, "Go!" An adaptation of the call to Jeremiah and Isaiah (6:1-8) to be prophets And the Lord said, "Go!" and I said, "Who, me?" and God said, "Yes, you!" and I said, "But I'm not ready yet. I got a job, friends, school, and mom needs my help with the kids; you know there's no one to take my place." And God said, "You're stalling."</p> <p>Again the Lord said, "Go!" and I said, "But I don't want to," and God said, "I didn't ask if you wanted to." and I said, "Listen, I'm not the kind of person to get involved in controversy. Besides, my family won't like it, and what will my friends think!" And God said, "Baloney!"</p> <p>And yet a third time the Lord said, "Go!" and I said, "Do I have to?" and God said, "Do you love me?" and I said, "Look, I'm scared. People are going to hate me and cut me into little pieces. I can't take it all by myself." And God said, "Where do you think I'll be?"</p> <p>And the Lord said, "Go!" and I sighed, "Here I am, send me!"</p> <p>Author unknown</p> <p>Rewrite the dialogue as you would imagine it going between God and yourself. What would be your excuses?</p>	<p>Creative writing task.</p>	<p>Assessment of Learning</p>
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		<p>Students complete a 5Ws +H on a contemporary prophet. Students use this retrieval chart information to design and create a Peoplescape of a contemporary prophet. Students feature on the peoplescape the name and likeness of the prophet together with words, phrases and visual symbols that represent his or her life. Some contemporary prophets students might consider are those who prophesise about the environment, youth, third world, economic systems, healthcare, politics, women's rights, individual/religious freedom, peace and animal rights.</p> <p>OR</p> <p>Famous people In groups, research a person/religious leader/well-known Christian who has worked for the poor, for example Mother Teresa, Saint Francis of Assisi, Archbishop Desmond Tutu, William Wilberforce, Martin Luther King, Nelson Mandela Either put together a short three-minute presentation to present to others in class and write a Fakebook profile on that person. Include what their job/background was, a brief summary of what they did, any significant incidents that led to their work, how their faith affected what they did, and a quote.</p> <p>Investigate the three essential elements of the common good (CCC1905-1912) Common good requires: •Respect for the person •The social well-being and development of the group •Peace – stability and security of a just order.</p> <p>Catholic Social Services Australia http://www.cssa.org.au/about-us/catholic-social-teaching/#.Us4vW9KSzEo Caritas Go through the Caritas website http://www.caritas.org.au/ to look for appropriate resources that will assist students in their understandings of justice issues around the world and how they can help through fundraising activities.</p> <p>Some of the links to Secondary resources are found below. http://www.caritas.org.au/learn/schools/secondary-school-teaching-resources Use the filters in the Resource module on this page to find other useful teaching resources.- PowerPoints, prayers, photos etc.</p>	<p>5Ws+H strategy A-Z Teaching Strategies www.newreligioncurriculum.com</p> <p>Peoplescape A-Z teaching Strategies www.newreligioncurriculum.com</p> <p>3 minute oral presentation and Fake book page http://www.classtools.net/FB/home-page</p> <p>Catechism of the Catholic Church Teacher Resources www.newreligioncurriculum.com</p> <p>Catholic Social Services Australia http://www.cssa.org.au/about-us/catholic-social-teaching/#.Us4vW9KSzEo http://www.caritas.org.au/</p> <p>Caritas secondary resources http://www.caritas.org.au/learn/schools/secondary-school-teaching-resources</p>	<p>Assessment of Learning</p> <p>Assessment of Learning</p>
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		<p>Download the Caritas Secondary School Resources Brochure which details all their current resources - their topics, curriculum focus areas and learning levels.</p> <p>Research –individually or in small groups. <i>Caritas: Examples of projects they are involved with around the world.</i> <i>Caritas: Profile of people who are serving.</i> <i>Caritas: Project Compassion themes for 2014- Look at one of the weekly stories</i></p> <p>Gather as much data as you can on your choice of area of research. Prepare a dynamic presentation for the class using one of Gardener’s Multiple Intelligences. Aim to share three significant points in your presentation.</p> <p>Journal – reflect in either written or pictorial form on; Compassion? What is it? A personal experience of compassion; describe one example The power of compassion: how can it transform the lives of individuals? Compassion towards others: when have you shown it? What are the implications of Jesus’ teaching on mercy and compassion in my life?</p> <p>Critique popular music, movies, TV programs in terms of their portrayal of Christian values and support for living as a Christian in the world today. Some examples of songs are: God of Justice. This film is part of Christian Aid's Just living? GCSE Religious Studies resource package. Read more and download supporting resources at: http://learn.christianaid.org.uk/TeachersResources/secondary/just-living.aspx http://www.youtube.com/watch?v=3Di2XNRLCgw</p> <p>Use the resource sheet no 5 unpack the verses of this song.</p>	<p>http://www.caritas.org.au/docs/secondary-school-resources/secondary-brochure.pdf?sfvrsn=10</p> <p>Research topic – creative presentation (using one of Gardener’s Multiple Intelligences as options)</p> <p>Journal entry</p> <p>http://learn.christianaid.org.uk/TeachersResources/secondary/just-living.aspx http://www.youtube.com/watch?v=3Di2XNRLCgw</p> <p>Resource sheet No 5</p>	<p>Assessment of Learning</p> <p>Assessment as learning</p> <p>Assessment of learning</p>
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	<p>Communicating</p>	<p>Articulate an understanding of the term ‘prophet’ after the learning that has been experienced. Have your thoughts changed from the beginning of the Unit?</p> <p>Express the <i>personal</i> spiritual meaning of a scriptural text from one of the Prophets examined in this unit through a chosen mode (e.g. PowerPoint/Prezi reflection, song, prayer, guided meditation, artwork, video) and relate it to challenges in their lives today – as in the short video clip of the prophet Amos at the beginning of the Unit.</p>	<p>Written response</p> <p>Personal creative response</p>	<p>Assessment of Learning</p> <p>Assessment of Learning</p>
<p>Teacher reflection and Evaluation</p>	<p>Evaluating and Reflecting</p>	<p>Personal reflection in Journals</p> <p>Respond to three selected scripture passages in terms of what they say to you about how God challenges them to live a life of faith characterised by compassion, love and service. Reflect on decisions you have made and how you felt about your choices. How do the Scriptures challenge you?</p>	<p>Assessment as learning</p>	

