

# Religion Curriculum Inquiry Unit



School:

<b>YEAR LEVEL:</b>		<b>Term:</b>	<b>Year:</b>
<b>Inquiry / Wondering Question:</b> What is the story of Lent?		I wonder what happened during Holy Week?	
<b>Strands:</b>			
<b>Beliefs</b> <b>Sacraments</b> <b>Morality</b> <b>Prayer</b>			
<b>Class context/Learners:</b>			
To be added by the teacher			
<b>Cross-curricular priorities:</b>			
<b>Key Inquiry Questions:</b> What is happened during Holy Week? What is Lent?		<b>I Wonder:</b> I wonder how things grow? I wonder why some things change when they grow? I wonder how some things grow, change and re-grow? I wonder how people felt when Jesus died? I wonder how Jesus felt when people were yelling at him?	
<b>Knowledge &amp; Understanding...</b> Lent: Lent is a time for me to show love like Jesus Lent is a time of change when God helps people to grow to be better.		<b>Skills...</b> identify ways they can be better people  recall parts of the Scripture story of Jesus' death and events of Holy Week	



The Church celebrates Jesus through special seasons of the liturgical year.  
 Lent: Lent is a time for me to show the special ways I can be a friend.  
 During Lent and Holy Week the story of Jesus' journey to the Cross is remembered.

I can make choices

We can pray in community.  
 We can pray personal prayer

identify the choices we make

participate in communal prayer and personal prayer

**Identify scripture to be interpreted:**

**World behind the Text**

- Who wrote the text?
- When was it written?
- Who was the audience of the text?
- What do you know of the cultural, historical and political context of the author?
- What do you know of the cultural, historical and political context of the time?
- Where did this take place?

**World of the text**

- What type of writing is this?
- What comes before and after this text?
- Who are the characters in the text?
- Who speaks and who is silenced?
- What happens in the text?
- What words are interesting, new or difficult and need explaining?

**World in Front of the Text**

- What meaning does this text have for my life today?
- How might people of different genders and cultures interpret this text today?
- How could this text be used in prayer?
- What life experiences help me to better understand this text?
- What aspects of this text might not be relevant to our lives and time?



## Assessment Plan

### Year Level Achievement Standards:

By the end of year one, students can illustrate their images of God and God's loving presence in creation. Students identify that they belong to various communities. Students demonstrate their knowledge of Mary as mother of Jesus.

By the end of year one, students identify common elements of the sacrament of Baptism. Students recall scripture stories of Jesus' birth, death and resurrection.

By the end of year one, students express feelings and identify actions that show forgiveness. They recall biblical information about Jesus and how he cared for people.

By the end of year one, students name Father, Son and Holy Spirit when they pray and demonstrate an understanding of the Hail Mary. Students recite the Hail Mary and Our Father in unison. Students contribute creatively to prayers and identify reasons to pray.

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
<b>Formative Assessment for Learning</b>	At the beginning of the unit – look up the word LENT – what do we know about Lent.  Children's participation in rotational activities allows the teacher time to consult with them about their learnings	KWL  Observations  Consultations Checklist with appropriate questions during consultation	At the beginning of the unit.  During the rotational activities
<b>Summative Assessment of Learning</b>	Recall parts of the story of Holy week  Identifying good choices they can make during Lent	Story wheel activity  Brainstorming -	At the end of the learning  During the unit
<b>Affective Assessment as Learning</b>	KWL – at the beginning and the end of the unit Asking children to identify what they know at the beginning and at the end of the Unit.  Wondering questions to prompt the children to sit in wonder and to continue to wonder.  Personal responses to learnings that show their feelings.  Identify what they have learnt and what else they would like to learn	Could be in the form of a concept web – one at the beginning and one at the end.  Wondering questions – use the examples given or be prompted by the children.  3 stars and a wish	At the beginning of the Unit and at the end of the Unit.  Throughout the unit  At the end of the Unit.



**Identify scripture to be interpreted:**

World behind the Text	World of the text	World in Front of the Text
<ul style="list-style-type: none"> <li>• Who wrote the text?</li> <li>• When was it written?</li> <li>• Who was the audience of the text?</li> <li>• What do you know of the cultural, historical and political context of the author?</li> <li>• What do you know of the cultural, historical and political context of the time?</li> <li>• Where did this take place?</li> </ul>	<ul style="list-style-type: none"> <li>• What type of writing is this?</li> <li>• What comes before and after this text?</li> <li>• Who are the characters in the text?</li> <li>• Who speaks and who is silenced?</li> <li>• What happens in the text?</li> <li>• What words are interesting, new or difficult and need explaining?</li> </ul>	<ul style="list-style-type: none"> <li>• What meaning does this text have for my life today?</li> <li>• How might people of different genders and cultures interpret this text today?</li> <li>• How could this text be used in prayer?</li> <li>• What life experiences help me to better understand this text?</li> <li>• What aspects of this text might not be relevant to our lives and time?</li> </ul>

**Learning and Teaching Sequence**

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	Tuning In	<p><b>Ash Wednesday</b>            Arrange a purple cloth on the prayer table. Place a cross, a Project Compassion box, the Bible, and a bowl of ashes on the table. You may wish to add a bare branch.            Gather in a circle around the prayer table.            Introduction:            Today is Ash Wednesday. These ashes remind us that a fire has gone out and things look dead. But new life can grow from ashes. Over the next forty days we will make extra efforts to grow in goodness and kindness.</p>	<p>Prayer table symbols</p> <p>Children's literature            Old Pig by Margaret Wild</p>	<p>Assessment for Learning            These activities will indicate</p>



		<p>Most of all, we will take time to pray and help the poor. Today, as we begin the season of Lent, we will mark our foreheads with a cross of ashes.</p> <p>Show the students some images of fire, e.g. bushfires, house fires, ash, etc. Look at images of new growth after a fire.</p> <p>Read fiction and/or non-fiction texts about change or life cycles such as Old Pig by Margaret Wild and Ron Brooks or The Very Hungry Caterpillar by Eric Carle.</p> <p>Identify the cycle of life and death in nature. Students identify other experiences of change in the natural world.</p> <p>After bushfires, seeds grow. Ironically, some Australian seedpods need the heat of a bushfire to break them open. We see that after devastation, a beautiful new life emerges. We can translate that to our own spiritual lives.</p> <p>Explore experiences of change and re-growth – children’s own growth, growth in nature, making new starts, beginning a new school year.</p> <p>Put up the word LENT brainstorm what it means to you Write the suggestions down. Look it up in the Dictionary using the interactive whiteboard. Have they heard this word before? It is a word we don’t use often but for a special time in our Church’s celebrations – add it to the word wall. Complete a KWL about LENT</p>	<p>The Very Hungry Caterpillar by Eric Carle</p> <p>Photos or pictures of areas that are growing back after a bushfire.</p> <p>Look at the environment around the school and identify changes in the natural aspects.</p>	<p>students’ prior understanding of cycles of growth, death and life.</p> <p>Assessment for learning</p>
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<p><b>Finding Out</b></p>	<p>Lent prayer throughout the unit: Lent is a time when we try to love like Jesus.</p> <p>Discuss with the students how they might try to be the best person they can be during Lent. Highlight that God helps us to grow to be the best we can be. We remember this during Lent. Ideas that are shared can be added to a word wall – “How can we show we care?”</p> <p>Invite a guest speaker to talk to the students about how they can help others. ( someone from the Parish care and concern group, St Vinnies, APRE etc) Discuss how we can help others and make good choices. This might include contributing to Project Compassion. Have the Project Compassion Box prominent in the classroom. Talk to the children about the weekly stories of people who have been helped by project compassion money. Look at local situations in the school and identify areas of concern that you may be able to address as a class – being a buddy to the new Prep children?</p> <p>Each time the students do something positive or make a good choice they will write it on a paper leaf and add it to the Tree of Life so a bare branch can be changed to a tree filled with green leaves of new growth. MJR is also a good opportunity to identify ‘God moments’.</p> <p>Discuss how we are trying to change to be more like Jesus during Lent. Sing the song ‘Following Where Jesus Leads’ by Andrew Chinn Improvise on the song by inserting the students’ names and the ways they are going to follow Jesus Christ during Lent. Students use instruments to enhance the song..</p>	<p>MJR language of identifying God moments</p> <p>We’re following where Jesus leads by Andrew Chinn</p>	<p>Assessment of Learning This activity will demonstrate students’ developing understanding of making good choices and changes during Lent.</p>
<p><b>Sorting Out</b></p>	<p>Telling the Story -Palm Sunday I wonder what you would do when someone special comes to town? What if it was a king or a queen would you want to go and see them? Lots of people would go? Look at pictures of parades and talk about the Christmas parade and the pineapple festival where everyone stands on the street and looks, cheers and waves.</p> <p>Look at pictures of a red carpet on the internet. Discuss has anyone ever seen a red carpet (at a wedding, at a graduation?) and how that today when someone special comes to town we put out a red carpet. In Jesus day when someone special like the Emperor came to town they did not</p>		



		<p>have red carpets, so instead people would put out their coats for them to step on. But what if you did not have a coat? Some of the people in the story we are going to read did not have coats so they used palm fronds. Have a palm frond for them to see. Act it out – split the class down the middle and make a walk way. Using palm fronds welcome Jesus.</p> <p>Look at some pictures on the internet of Jerusalem and the Jerusalem city wall and gates. Talk about how cities in the olden days when Jesus was alive, had a wall around them to protect the people inside. When people came to the town or city they had to come through the big gate in the wall.</p> <p>I wonder why people wanted to come and meet Jesus? I wonder what we know about Jesus? – create a concept web</p> <p>Telling the Story: the Lord's <b>Supper</b> Use pictures of the Lord's Supper to generate discussion. Images from <a href="http://textweek.com">textweek.com</a> can be used</p> <p>Tell the story of the Last Supper using 3D materials with a particular focus on the bread and wine.</p> <p>Gospels of Matthew, Mark and Luke – The Lord's Supper Wonderings: Invite students to wonder with you: I wonder what these symbols/images make you think of? I wonder where you have seen these symbols/images before? I wonder if you have used any of these symbols before? I wonder if this picture reminds you of something or some event you have experienced before?</p> <p>Discuss special meals – reasons for coming together to celebrate. What do we do to help us remember these celebrations eg photos, videos, items from the celebration eg birthday cards, decorations, Ask children to bring in something from a special celebration and tell us what they remember. Share some of your memories. Read Wilfred Gordon MacDonald Partridge to talk about memories</p> <p>Set up rotation activities for students to respond to the story of the Last Supper. Consider: - Use a Grab Bag with a chalice, grapes and bread to stimulate students retelling the Lord's Supper.</p>	<p>Palm Fronds</p> <p><a href="http://www.textweek.com">www.textweek.com</a> follow links to art</p> <p>props to re-tell the Lord's Supper</p> <p>Matthew, Mark and Luke <i>The Lord's Supper.</i></p> <p>Wilfred Gordon MacDonald Partridge book.</p> <p>art supplies pictures of the last</p>	<p>Assessments for Learning- listen to their replies and collate their responses.</p> <p>Assessment of Learning The students' responses to these wonderings will indicate if and how they relate the symbols of the Last Supper to the Mass and to their life. Observations</p> <p>Assessment for learning While the class is engaged in exploring work, talk to them about their work. Keep anecdotal notes.</p>
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		<ul style="list-style-type: none"> <li>- Students retell the story using Godly Play materials.</li> <li>- Display the story of the Last Supper using felt board and characters,</li> <li>- Art activities including clay, collage, paint,</li> </ul> <p>Wondering  Invite students to wonder with you:  I wonder why Jesus was sad at the Lord's Supper?  I wonder what Jesus wanted his disciples to remember?  I wonder why Jesus used the symbols of bread and wine?  I wonder where you might hear the words that Jesus spoke at the Last Supper?  Set up a display on the prayer table using the key elements of the Last Supper. If possible have a wine glass (plastic) and food and a plate. Re-enact the actions of Jesus Christ using these materials.</p> <p><b>Telling the story -Stations of the Cross</b>  Visit the church to show students the Stations of the Cross.  If this is not possible use the children's stations of the cross website:  <a href="https://www.loyolapress.com/our-catholic-faith/liturgical-year/lent/stations-of-the-cross/multimedia-stations-of-the-cross-for-children?p=1">https://www.loyolapress.com/our-catholic-faith/liturgical-year/lent/stations-of-the-cross/multimedia-stations-of-the-cross-for-children?p=1</a>  This presentation can be accessed online or as a downloaded pdf.</p> <p>Or  <a href="https://www.youtube.com/watch?v=j0qv7c4PsrA">https://www.youtube.com/watch?v=j0qv7c4PsrA</a></p> <p>Children love candles! Use this simple prayer format to engage the children in the Passion of Jesus. Beginning with 12 lit candles, read each station and extinguish a candle until all is dark.  <a href="http://cathfamily.org/family-stations-of-the-cross/">http://cathfamily.org/family-stations-of-the-cross/</a></p> <p>During the church visit, students select a station that stays in their mind and portray their own version of it with pencils, crayons, pastels etc. Some students may like to write why it's their favourite one, and discuss with a partner.  Choose some of the students' pictures and use a Y chart to talk about what a character might see, think and feel during a particular station.  Sequence a selection of Stations of the Cross. You could sequence the pictures done by students.  Have each group present their station, and allow the children to wonder about the situation.'</p>	<p>supper for the re-telling of the story.</p> <p><a href="https://www.loyolapress.com/our-catholic-faith/liturgical-year/lent/stations-of-the-cross/multimedia-stations-of-the-cross-for-children?p=1">https://www.loyolapress.com/our-catholic-faith/liturgical-year/lent/stations-of-the-cross/multimedia-stations-of-the-cross-for-children?p=1</a></p> <p><a href="https://www.youtube.com/watch?v=j0qv7c4PsrA">https://www.youtube.com/watch?v=j0qv7c4PsrA</a></p> <p><a href="http://cathfamily.org/family-stations-of-the-cross/">http://cathfamily.org/family-stations-of-the-cross/</a></p>	<p>Assessment of/as Learning  This activity will indicate students' ability to make a personal response to the Stations of the Cross.</p>
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		<p>Set up each group's response to the Stations of the Cross Use Godly Play and Wondering questions.</p> <p>Make a cross (either one for the class or one for each child) that is black on one side and multi-coloured on the other. Display the black side of the cross and discuss the feelings and emotions of the crowds when they saw Jesus Christ on the Cross.</p> <p>Wondering Invite students to wonder with you: I wonder why the soldiers put Jesus' body into the cave? I wonder why they rolled a big stone in front of the cave? I wonder how Jesus' disciples felt when Jesus had died?</p> <p>Turn the Cross over to show the multi-coloured side and wonder why this side is bright and colourful Wonder about how these colours make you feel.</p>	Cardboard or wood to make either a large cross for the class or one for each child.	
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	<b>Communicating</b>	<p>Discuss what happened in the story of Holy Week using a Story Wheel.</p> <p>Put each of these questions into a section of the wheel:</p> <ol style="list-style-type: none"> <li>List the main events of the story of Holy Week.</li> <li>How do you think Jesus felt at the beginning of the story? at the end?</li> <li>Why do you think Jesus did what he did?</li> <li>Which part of the story is important to you?</li> <li>What did Jesus say at the Lord's Supper? Where have you heard these words before?</li> <li>Can you think of a time when you have shared an important meal with friends?</li> </ol> <p>Students get into groups with a copy of the wheel and a six-sided die. They take turns to roll the die and discuss the relevant questions within their group.</p>		<p>Assessment of Learning This activity will indicate students' ability to identify the characters and events of Holy Week, their understanding of this story, and the ways they can relate this story to their own lives.</p>
	<b>Evaluating and Reflecting</b>	<p>Have the children identify what they have learnt about Holy Week and Lent.</p> <p>This is to allow them to see if they can add more to the KWL at the beginning of the unit on Lent.</p> <p>Now what have I learnt? What have I enjoyed finding about Lent.</p>	<p>Assessment as learning; Allow the children time to reflect on what they have learnt and identify the new knowledge they have acquired.</p>	



	<p>What was the most important thing I learnt? Do I want to find out anything else?</p> <p>What has been most successful about this unit? Were the chosen activities accessible to all students? How were you able to involve the students' families in the Unit of Work? Can you identify ways of improving this unit?</p> <p>What did you learn? How do you know? How can you improve? Where do you go for help? Three stars and a wish activity</p>	
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