

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: 6		Term:	Year:
Inquiry / Wondering Question: I wonder about the image of Mary in the Catholic Church.			
Strands:		Cross-curricular priorities:	
<p style="text-align: center;">Beliefs</p> <p style="text-align: center;">Sacraments</p> <p style="text-align: center;">Morality</p> <p style="text-align: center;">Prayer</p>			
Class context/Learners: To be added by class teacher			
Key Inquiry Questions: How is Mary viewed in the Catholic Church? How does the Rosary help me to meditate?		I Wonder: I wonder about the many images of Mary in the Christian Church. I wonder about the various devotions to Mary that exist in different cultures. I wonder about the scripture in the Rosary. I wonder if I can use this to help me meditate.	
Knowledge & Understanding... Mary is the mother of Jesus and of all Christians. Mary's role in the Church community can be described using a variety of titles and images. New Testament texts reveal Mary's role as a mother of Jesus and her role in the early church community. Traditional prayer – Hail Holy Queen Rosary – praying the rosary is a meditative prayer practice in the Christian tradition.		Skills... Explain how some titles and images of Mary found in the New Testament texts reveal her role as mother of Jesus and her role in the Church community. Compare and contrast different understandings of Mary as depicted in a variety of titles and images from visual, multimedia and written texts. Examine the prayer – Hail Holy Queen and creatively respond to the prayer through visual arts. Say, individually and in unison, a decade of the rosary using Rosary beads and meditate on the mysteries individually.	



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">• Who might have authored, edited and/or translated this text?• Is it the work of an individual or a community?• What can be learned about the prevailing religious world of the text (e.g. rituals, laws, traditions, religious roles, different sects in Second Temple Judaism)?• Where in the world is the text set?• What can be learned about the cultural world of the text (e.g. cultural codes, language, customs, beliefs, values, festivals, heroes)?• Around what time is the text set? What is happening at this time in history in the community for which the text was written (e.g. politics, Roman occupation, economy)?	<ul style="list-style-type: none">• What type of text is this?• Why has the author chosen this text type?• What is the author trying to communicate through the characters' voices?• How do the characters use social language/codes/protocols to their advantage?• What key words or phrases, or interesting, new or difficult ideas need further exploration?• What text features are in the text (e.g. imagery, metaphor, simile, repetition, contrast, symbol)?• Is this text fair?• Who speaks and who is silenced?• What happens in this text?	<ul style="list-style-type: none">• What are some of the messages from or about God that contemporary believers can take from this text in their time and place?• For whom might this text be relevant today (e.g. refugees, school communities, marginalised)?• How can this text be re-contextualised to resonate in today's world?• How might gender, culture or life experience, including experiences with religion of religious groups, affect the way a contemporary reader might respond to the text/• How do personal events or feelings shape meaning for the reader?• How might this text be used in contemporary contexts (e.g. to inspire for justice, in prayer)?



Assessment Plan

Year Level Achievement Standards:

By the end of Year Six, students can express an understanding of various Biblical images of the Holy Spirit. Students describe and explain how the Holy Spirit gives courage to the disciples and to people today. They listen, read, and recount key scripture that tells of the early Christian communities.

Students compare different understandings of Mary in scripture, images and titles.

By the end of Year Six, students explain the meaning of and how they experience the gifts and fruits of the Holy Spirit. Students creatively communicate information on Spirit-filled people. Students communicate ways they can be signs of life, hope, healing, nourishment, reconciliation, and service. Students demonstrate understanding of symbols, seasons and feasts of the liturgical year.

By the end of Year Six, students research key figures in the Bible, for example, Peter and Paul. Students demonstrate ways to respond to those in need. Students explain the implications of and give suggestions for the continuation the mission of Jesus today.

By the end of Year Six, students can understand and say, in unison and individually, a number of traditional prayers including Hail Holy Queen and a decade of the Glorious mysteries of the Rosary. They identify, explore and compose various kinds of psalms – psalms of lament, thanksgiving and praise.

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
Formative Assessment <i>for</i> Learning	Bundle activity – students list individually, in pairs and then as whole class their knowledge of Mary.	List of information about Mary	At the beginning of the unit.
	Assessment for Learning This activity will indicate students' prior knowledge and experience of Mary. Responses given by the students will give the teacher an insight into how the students perceive Mary.	Interpretation of various images of Mary – retrieval chart	At the beginning of the unit
Summative Assessment <i>of</i> Learning	Students complete a character map or senses chart that explores: What did Mary see? What did Mary hear? What did Mary think? What did Mary feel? What did Mary say?	Character Map	During the Unit
	Read the Bible version of the Visitation. On a data chart or scripture probe (White, D, Into the Deep, p. 62) record information	Scripture Probe	During the Unit




	<p>Read/tell the story of the Wedding of Cana (Jn 2: 1–12) in pictorial form using the postcard strategy (see A-Z teaching strategies on religion curriculum website)</p> <p>Students become a newspaper reporter for the ‘Canaan Times’ and write a report on the incident. What did you see? What did you hear? What did people do? What do you think about the incident? How do you explain what Mary said and did? How do you explain what Jesus said and did?</p> <p>Interpret and analyse one of the previously studies scripture stories of Mary by using a comic strip and data chart.</p> <p>Four Resources Model activity – Praying the Rosary</p> <p>As a class pray a decade of the Glorious Mysteries each day.</p> <p>Hall of Fame activity- Using the information you have gained during the investigation on Mary complete the <i>Hall of Fame</i> activity that assists Mary’s nomination into the Hall of Fame. Include a particular image you feel best displays your interpretation of Mary.</p>	<p>Post Card Strategy</p> <p>Newspaper Report</p> <p>Comic Strip and Data chart</p> <p>Four Resources Model</p> <p>Observations</p> <p>Hall of Fame activity</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> <p>At the end of the unit</p>
<p>Affective</p> <p>Assessment as Learning</p>	<p>I wonder if our lives would change at all if we got to know Mary better.</p> <p>Journal Entry – what have I learnt about Mary</p>	<p>Wonderings</p> <p>Journaling</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>Write, Pair, Share Individually students list what they know about Mary. They share their lists with a partner. Bundle all similar information together. Bundle as a whole class (Murdoch, K, <i>Classroom Connections</i>, p. 14) and add this information to a class room display. You can add information discovered as the unit progresses</p> <p>Use different Images of Mary, both contemporary and traditional to discuss different impressions of Mary and her role in the Church.</p> <p>Many images can be obtained from: http://campus.udayton.edu/mary/gallery.html This link can be found on the Teacher Background Information /Mary page on http://rokreligiouseducation.com/teacher-background/mary/ Learning Links to Mary by Maurice Ryan also provides a list “<i>Mary in the European Art Tradition</i>” websites on page 36.</p> <p>Images of Mary from around the world CD-ROM 24 interpretations of Our Lady. A resource from CEO Sydney and can be found in the Joe McCorley resource centre at DCEO Rockhampton.</p> <p>Ask students to consider: Have you seen any of these images before? Where? Which one do you like? Why? How do you feel when you see these images? What qualities do you associate with Mary in the images?</p> <p>What are some names we give to Mary? Brainstorm all the titles given to Mary.</p>	<p>(Murdoch, K, <i>Classroom Connections</i>, p. 14)</p> <p>http://campus.udayton.edu/mary/gallery.html</p> <p>http://rokreligiouseducation.com/teacher-background/mary/</p> <p><i>Learning Links to Mary</i> by Maurice Ryan – p 36 Lumino Press, Brisbane.</p> <p>Images of Mary from around the world CD-ROM 24 interpretations of Our Lady. A resource from CEO Sydney can be obtained from the Joe McCorley resource centre – DCEO Rockhampton</p> <p>Popcorn brainstorming</p>	<p><i>Assessment for Learning</i> This activity will indicate students’ prior knowledge and experience of Mary.</p> <p><i>Assessment for Learning</i> This activity will indicate students’ prior knowledge and experience of Mary. Responses given by the students will give the teacher an insight into how the students perceive Mary.</p>



		<p>This can be a quick Popcorn brainstorm activity – to find out what they already know about Mary. Why does Mary have so many names?</p>	<p>activity.</p>	
	<p>Finding Out</p>	<p>Many beautiful titles have been given to the Mother of God over the centuries, and these titles have been given to her to honour her and for the help she has given to us.</p> <p>The book – <i>Blessed Art Thou</i> by Michael O’Neill McGrath with prayers by Richard N. Fragomeni Published by World Library Publications, Franklin Park Illinois 2004 is an excellent resource with images and titles of Mary. This resource is available in the Joe McCorley resource centre.</p> <p>Find illustrations (Google images) of one or more of the following titles of Mary:</p> <ul style="list-style-type: none"> • Our Lady of Perpetual help • Our Lady of the Rosary • Our Lady of the Southern Cross • Our Lady, Help of Christians <p>Using internet sites – have students find out 5 facts about these titles of Mary http://www.catholic.org/mary/#main see resource No 1 for more background information</p> <p>Mary in the Gospels Introduce students to Mary as the mother of Jesus. Recall and discuss children’s prior knowledge about Jesus. Discuss feelings that Mary might have experienced as Jesus’ mother. (Love, concern for others, happy, compassion, worried...)</p> <p>Scripture: Lk 1: 26–38 The Annunciation Revisit images from the Orientation phase and identify those that relate to the Annunciation.</p>	<p><i>Blessed Art Thou</i> by Michael O’Neill McGrath with prayers by Richard N. Fragomeni Published by World Library Publications, Franklin Park Illinois 2004</p>  <p>Resource No 1 http://www.catholic.org/mary/#main</p> <p>Bibles</p>	<p><i>Assessment of Learning</i> The character map will indicate what students understand about</p>



		<p>Have the students locate the story in their Bibles</p> <p>Orally retell the story of the Annunciation, repeating words and phrases accurately. Identify when and where the narrative is set.</p> <p>Use Godly Play strategies to help tell the story:</p> <p>I wonder what the messenger from God looked like. I wonder what I would have said to the messenger. I wonder how Mary felt. I wonder why God choose Mary.</p> <p>Students complete a character map or senses chart that explores: What did Mary see? What did Mary hear? What did Mary think? What did Mary feel? What did Mary say?</p> <p>Scripture: Lk 1: 39–56 The Visitation Identify images from the Orientation phase that represent the Visitation.</p> <p>Learning About the Visitation Read the Bible version of the Visitation. On a data chart or scripture probe (White, D, <i>Into the Deep</i>, p. 62) record:</p> <table border="1" data-bbox="443 869 1317 1417"> <thead> <tr> <th data-bbox="443 869 981 938">Questions</th> <th data-bbox="981 869 1317 938">Responses</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 938 981 1007">Who are the main characters?</td> <td data-bbox="981 938 1317 1007"></td> </tr> <tr> <td data-bbox="443 1007 981 1075">What events come before the story?</td> <td data-bbox="981 1007 1317 1075"></td> </tr> <tr> <td data-bbox="443 1075 981 1179">What happens immediately after this story in the Scriptures?</td> <td data-bbox="981 1075 1317 1179"></td> </tr> <tr> <td data-bbox="443 1179 981 1284">What are the key words in the story and why?</td> <td data-bbox="981 1179 1317 1284"></td> </tr> <tr> <td data-bbox="443 1284 981 1353">What is the story setting?</td> <td data-bbox="981 1284 1317 1353"></td> </tr> <tr> <td data-bbox="443 1353 981 1417">What is the image of Mary in the</td> <td data-bbox="981 1353 1317 1417"></td> </tr> </tbody> </table>	Questions	Responses	Who are the main characters?		What events come before the story?		What happens immediately after this story in the Scriptures?		What are the key words in the story and why?		What is the story setting?		What is the image of Mary in the		<p>Character map See A-Z teaching strategies on http://rokreligiouseducation.com/resources/?k=&resource-category=teaching-strategies&resource-type=all</p> <p>Bibles</p> <p>Into the Deep Dan White P 62 Scripture probe/data chart</p>	<p>Mary in the story of the Annunciation.</p> <p><i>Assessment of Learning</i> This task will demonstrate the students' understanding of the characters and events of the Visitation.</p>
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		<p>story?</p> <p>Considering the people of this time, what would be the impact on the hearers of this story?</p> <p>Does the author have a message?</p> <p>When you hear this story again in the future what image will come back to you?</p>		<p>Post card strategy A-Z teacher strategies http://rokreligiouseducation.com/resources/?k=&resource-category=teaching-strategies&resource-type=all</p> <p>Newspaper report</p> <p>Comic Strip</p>	<p><i>Assessment of Learning</i> This task will demonstrate the students' understanding of the characters at the Wedding at Cana and the relationship between Mary and Jesus Christ.</p> <p>Assessment of Learning The comic strip will demonstrate how students identify with Mary as a disciple.</p>
		<p>In small groups clarify responses. In the whole class share and compare how students interpret the author's message. Read the Story: The Wedding Feast of Cana Have students locate the scripture story. Read/tell the story of the Wedding of Cana (Jn 2: 1–12) in pictorial form using the postcard strategy (see A-Z teaching strategies on religion curriculum website) OR Students become a newspaper reporter for the 'Canaan Times' and write a report on the incident. What did you see? What did you hear? What did people do? What do you think about the incident? How do you explain what Mary said and did? How do you explain what Jesus said and did?</p> <p>Responding to Scripture: Comic Strip Using a comic strip strategy Students personalise one of previously studied Scripture texts on Mary by retelling the narrative through comic strips from the perspective of one of the characters (see Ryan, M, Teaching the Bible, p. 45). Ask students to share their comic strips in small groups. Pose the questions: What word would best describe how Mary is portrayed? What are the similarities and differences in each person's portrayal of Mary? Is there a portrayal that puzzles you? Is there a portrayal that is your favourite? Why?</p>			



		<p>Data Chart Compare the three scripture texts and complete the following data chart.</p> <table border="1" data-bbox="450 161 1205 544"> <thead> <tr> <th data-bbox="450 161 669 264">Text</th> <th data-bbox="669 161 813 264">Images of Mary</th> <th data-bbox="813 161 1205 264">What does it tell you about discipleship?</th> </tr> </thead> <tbody> <tr> <td data-bbox="450 264 669 371">The Annunciation</td> <td data-bbox="669 264 813 371"></td> <td data-bbox="813 264 1205 371"></td> </tr> <tr> <td data-bbox="450 371 669 438">The Visitation</td> <td data-bbox="669 371 813 438"></td> <td data-bbox="813 371 1205 438"></td> </tr> <tr> <td data-bbox="450 438 669 544">The Wedding at Cana</td> <td data-bbox="669 438 813 544"></td> <td data-bbox="813 438 1205 544"></td> </tr> </tbody> </table>	Text	Images of Mary	What does it tell you about discipleship?	The Annunciation			The Visitation			The Wedding at Cana				
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The Annunciation																
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	<p>Sorting Out</p>	<p>Where do the words of the Hail Mary come from? (Luke 1: 28-42) Reflect on the scripture. Find comparisons between the formal Hail Mary prayer and scripture passages. What do they mean to you? Prompt the class to speculate about their present views on Mary by wondering about the following: In journals have students wonder if their lives would change at all if they got to know Mary better.</p> <p>Using the resource No 2 teacher background Praying the Rosary (see resource files on the Yr. 6 Sample unit page complete a Four Resources Model (resource No 3)study identifying:</p> <p><i>Code Breaker</i></p> <ul style="list-style-type: none"> Words that they are unfamiliar with e.g. Dominicans, penance, Immaculate Conception, Make a word wall with these words and their meanings <p><i>Meaning Maker</i></p> <ul style="list-style-type: none"> What are the main ideas presented? <p><i>Text User</i></p> <ul style="list-style-type: none"> Is the text fact or fiction? Using the <p><i>Text Analyst</i></p> <ul style="list-style-type: none"> What is the text trying to make me believe? <p>Have students research and investigate what happened at Fatima (Portugal) in 1917 http://www.theholynosary.org/fatimaapparitions</p>	<p>Bibles</p> <p>Journals</p> <p>Resource No 2 The story of the rosary.</p> <p>Resource No 3 The Four Resources Model.</p> <p>http://www.theholynosary.org/fatimaapparitions</p>	<p>Assessment as learning</p> <p>Assessment of learning Four Resources Model activity</p>												



		<p>and at Lourdes (France) in 1858 www.marypages.com/bernadetteEng1.htm</p> <p>This can be completed individually or in learning teams and information can be collected using a concept web strategy.</p> <p>At the end of their research have students write a headline for this information that captures the most important aspect that should be remembered. What would that headline be? Students can produce a variety of headlines and then as a group select the one(s) the class finds most useful.</p> <p>Learn and pray prayers that honour Mary: In particular the “Hail Holy Queen” and http://www.family-prayer.org/hail-holy-queen-prayer.html</p> <p>Watch the you tube clip explain how Blessed Herman the Cripple wrote the Hail Holy Queen prayer. http://www.youtube.com/watch?v=95wOAPpFu40</p> <p>The Hail, Holy Queen: Hail, holy Queen, Mother of Mercy! Hail our life, our sweetness, and our hope! To thee do we cry, poor banished children of Eve; to thee do we send up our sighs, mourning and weeping in this valley, of tears. Turn, then, most gracious Advocate, thine eyes of mercy toward us; and after this our exile show unto us the blessed fruit of thy womb, Jesus; O clement, O loving, O sweet Virgin Mary.</p> <p>Revise what students already know about praying the Rosary. Have students draw a set of rosary beads and label what prayers are said at each bead. Do they have Rosary beads? Look at the Pinterest Page http://www.pinterest.com/gailtdavis/the-rosary-for-kids/ for ideas on how to make their own rosary beads or rosary book from Paper Bags. They can add the prayers of the Rosary and illustrations of the separate scripture references for the Glorious Mysteries.</p> <p>Look at the five themes of the Glorious mysteries</p>	<p>Teacher Background Information: The congregation for the doctrine of faith – the Message of Fatima. www.vatican.va/roman_curia/congregations/cfaith/documents/rc_con_cfaith_doc_20000626_message-fatima_en.html</p> <p>Concept web strategy</p> <p>Create a Headline strategy.</p> <p>http://www.youtube.com/watch?v=95wOAPpFu40</p> <p>Label and illustrate a set</p>	<p>Assessment of Learning</p> <p>Assessment for learning What do I know about the Rosary</p>
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		<p>The Glorious Mysteries of the Rosary http://www.how-to-pray-the-rosary-everyday.com/scriptural-glorious-mysteries.html As a class pray a decade of the Glorious Mysteries each day.</p>	<p>of Rosary beads. http://www.pinterest.com/gailtdavis/the-rosary-for-kids/</p>	<p>Assessment of learning</p>
			<p>Observations</p>	

	<p>Communicating</p>	<p><i>Hall of Fame</i> activity – Learning Links to Mary by Maurice Ryan page 9.see resources with this unit. Using the information you have gained during the investigation on Mary complete the <i>Hall of Fame</i> activity that assists Mary’s nomination into the Hall of Fame. Include a particular image you feel best displays your interpretation of Mary. Display the completed Nomination Forms around the classroom and invite other classes to view your display of images and information.</p>	<p>Learning Links to Mary by Maurice Ryan page 9. Lumino Press, Brisbane.</p>	<p>Assessment of Learning Hall of Fame activity with an appropriate image.</p>
	<p>Evaluating and Reflecting</p>	<p>Journal Entry Provide students with reflection starters: I already knew ... The most surprising thing I learned about Mary was ... The most interesting thing I learned about Mary was ... I’m not sure about ... Could I ...? I am puzzled about ... How might I ...?</p>	<p>Assessment as/of Learning The journal will indicate development in students’ knowledge about Mary. It will also enable students to monitor changes in their thinking and learning</p>	
	<p>Teacher reflection and</p>			



	Evaluation		
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