

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: 3	Term:	Year:
Inquiry / Wondering Question: I wonder how people lived at the time of Jesus. I wonder about the people Jesus knew and how different their lives were compared to my life.		
Strands: <div style="background-color: #cccccc; text-align: center; padding: 2px; margin: 5px 0;">Beliefs</div> <p style="text-align: center; margin: 0;">Sacraments Morality Prayer</p>	Cross-curricular priorities:	
Class context/Learners: To be added by class teacher		
Key Inquiry Questions: What life was like in first century Palestine? What was the country like, the houses, the culture at that time and how did it effect the actions of people? What does the bible tell me about the people and places where Jesus lived?	I Wonder: I wonder what life was like for Jesus and others in first century Palestine. I wonder how their lives were different from my life. I wonder how their lives were the same. I wonder how the Bible can tell me about Jesus and his life.	
Knowledge & Understanding... The Christian scriptures teach about Jesus. (the New Testament particularly the Gospels) Knowledge of the cultural contexts of the Gospels assists the reader to better understand the life and teaching of Jesus. Jesus was a Jew.	Identify people from the New Testament and from their own lives who live the Word of God. Begin to analyse gospel stories by drawing on a growing knowledge of the cultural context in which the Gospels were written. e.g. Village life in first century Palestine (see teacher background information) Social structure – women, men, the poor, the sick, the children, houses, food, temple -religion Geography – Jerusalem, Bethlehem, Nazareth, Sea of Galilee	



The Bible is the inspired Word of God and it should be treated with respect.
 Narratives about Jesus are found in the Gospels.
 Jesus is present in the scriptures.
 Ccc124

Make connections between their own lives and the teachings of Jesus in the New Testament Scripture.
 Name significant people, places, events and stories in the New Testament.
 Show reverence when reading and handling the Bible.
 Identify by name the four Gospels according to Matthew, Mark, Luke and John.

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 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? 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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 Three, students demonstrate wonder at the mystery of God as creative, compassionate, loving and forgiving. They name significant people, places, events and stories from the Gospels. They identify cultural aspects that assist them to understand Jesus' life and teachings.

By the end of Year Three, students explain the rite of reconciliation and understand that we can choose to be loving and forgiving like Jesus.

By the end of Year Three, students wonder and recognise how their gifts can serve the community by being welcoming, caring and joyous. They respond to stories of Jesus by relating them to their own lives.

By the end of Year Three, students can understand and say, individually and unison, the Act of Contrition and a decade of the Rosary (joyful mysteries). They participate in prayer every day and identify reasons for praying.

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
Formative Assessment <i>for</i> Learning	KWL What they Know about the Jesus. What they Want to find out about the Jesus. As the unit progresses students fill in the Learn column as they make new learnings. Godly play wondering questions Round Table: Who can you name from the Gospels? What events can you name? How many books of the Gospels can you name? How many places can you name?	Wondering questions Round table strategy	Beginning of the Unit During the Unit
Summative Assessment <i>of</i> Learning	Complete the Jesus celebrated Passover activity on page 14 Expressions Book 2. The roles of Mary, Joseph and Jesus at Passover. Have children design their own Temple and explain why they have used the materials they have chosen and to label the parts of the Temple.	Complete Backline mater form Expressions book 2 p 14 Drawing plans and explanations of the plans	During the unit During the unit



	<p>Inside –Outside Circle (Teaching Strategies Resource Book). Share information about Jesus or a story about Jesus and what happened.</p> <p>Sequencing: Groups of children are given an envelope with scrambled events in Jesus’ life. Children work together or individually to sequence the events.</p> <p>Story Map: Children choose a Gospel text and represent it graphically using arrows to indicate the story’s progression.</p> <p>Use the Story Wheel strategy (Who is involved? Where did this happen? Why did the author tell the story? How is the story told? When does the action take place? What happened?) to identify and sequence events in Jesus’ life: Birth and Youth, Ministry. Also allow visual representation of the story to observe whether the correct clothes, housing etc. is portrayed</p> <p>Process drama – Life of a Shepherd</p>	<p>Inside – Outside Circle</p> <p>Sequencing activity</p> <p>Story map</p> <p>Story Wheel</p> <p>Process drama</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>Affective</p> <p>Assessment as Learning</p>	<p>Reflect upon the Dress Up Day</p> <p>2 stars and a wish</p> <p>Remote control activity</p>	<p>Reflection strategy</p> <p>See GN4L strategy book on www.newreligioncurriculum.com</p>	<p>At the end of the Unit</p> <p>At the end of 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>Use a KWL chart to find out: What they <i>Know</i> about the Jesus. What they <i>Want</i> to find out about the Jesus. As the unit progresses students fill in the <i>Learn</i> column as they make new Learnings. Questions from the Want to find out are displayed. The teacher may include some of these questions: Where did Jesus live?</p>	KWL chart for classroom display	Assessment for leaning



		<p>Was in his family? Who were his friends? Where can I go to get information about Jesus and his life?</p> <p>Refer to Jesus' times and compare and contrast his life with ours. Using a Postcard strategy write a letter to Jesus with questions they would like to ask Jesus about his life and growing up in Palestine. Use this to guide inquiry thinking in the experiences to be developed.</p> <p>This activity is to be completed throughout the unit. It is added to as the learning progresses. Holy Family Photo Album: Class develops a "photo album" of Jesus' life – using drawings, photographs of models etc. to represent the significant and possible events of Jesus' years living in Palestine.</p>		
	<p>Finding Out</p>	<p>Investigate the daily life and activities of people in First Century Palestine. Teach words e.g. temple, synagogue, scrolls, Shabbat, etc. Create a Word Wall with various words already on it and then add to it as the learning continues. Include a short meaning of the word where necessary and perhaps an illustration. A list of words can be found in Expressions Book 4 p 77</p> <p>http://www.womeninthebible.net/3.3.Clothing_housing.htm - this is a very good website explain clothing, jewellery and houses etc.</p> <p>Resources to assist Teacher Background include:</p> <ul style="list-style-type: none"> • Teacher background information/ Scripture/ Gospels on http://rokreligiouseducation.com • Expressions No 5 for more information on Jesus as a Jew. • Rock, Lois (1998) The Time of Jesus Oxford England, Lion Publishing. • Rock, L.(2002) and Learning about Jesus. Oxford, UK:Lion Publishing • http://www.jesus-story.net/maps_jesus.htm an excellent website with maps • A black line master of Palestine in the time of Jesus can be found on p 80 – Expressions Books 4 <p>Show where Jesus lived on a map or globe or Google earth or a Biblical Atlas such as: Common English Bible (2011) Bible Map Guide www.CommonEnglishBible.com Jenkins, S. (1985) Bible Mapbook, Oxford, England. Lion Publishing.</p>	<p>Expressions Book 4 p 77</p> <p>http://www.womeninthebible.net/3.3.Clothing_housing.htm</p> <p>See Expressions No 5 Rock, Lois(1998) The Time of Jesus Oxford England, Lion Publishing. Rock, L.(2002) And Learning about Jesus. Oxford, UK: Lion Publishing. Globe, Biblical maps Common English Bible (2011) Bible Map Guide</p>	



	<p>Find such Bethlehem, Jerusalem, Nazareth, Jericho, Sea of Galilee, Capernaum etc. Add these words to your Word Wall and enlarge a map of First century Palestine and mark these important geographical features on the map. Include other geographical features as your learning continues.</p> <p>Explore with the class various aspects of Jesus' life e.g. his home-life, prayer, scriptures, transport, shopping, clothes, food, houses, games, education, writing, reading, employment of adults. – <i>This will vary depending on the inquiries that the children make.</i> Use a single bubble strategy to record multiple aspects of each topic.</p> <div data-bbox="600 502 750 646" data-label="Diagram"> </div> <p>E.g.</p> <p>Using Expressions No2. Jesus as a Child, p2-5 explore festivals, games and food of the time. Especially look at the festival of Hanukkah, the Seder meal and the festival of Passover. Visit https://www.myjewishlearning.com/category/celebrate/ for information on Jewish festivals.</p> <p>Prepare a tasting table of Judaic foods: unleavened bread, dates, cottage cheese, honey and melon (other foods as available), for student sampling. Invite children to suggest why you have prepared this food? Where do they think it comes from? Allow children to use a recording chart in groups or individually to collate information on the foods they liked, the name of the food and a drawing of the food.</p> <p>Using Godly Play wonder about the “Feeding of the Five Thousand” story Matthew 14:15-21 Mark 6:30-44 Luke 9:12-17 John 6:1-15 Following Jesus – p 99 I wonder how the disciples are feeling about what just happened. I wonder how the crowd feels. I wonder about the food that was shared.</p>	<div data-bbox="1355 135 1556 454" data-label="Image"> </div> <p>Expressions book 2 – Jesus as a child. pp 2-5</p> <p>Following Jesus (Godly Play)</p>	<p>Assessment for learning</p>
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		<p>I wonder what other food they normally ate. I wonder where this happened.</p> <p>Teacher background information on this miracle http://www.jesus-story.net/miracle_loaves_fishes.htm</p> <p>Talk about the foods eaten at a Seder meal and their meanings. Haroset: a mixture of apple, nuts, wine and cinnamon. A reminder of the mortar used by the Hebrews slaves to cement the heavy bricks on their building work in Egypt. Karpas; parsley. It is dipped into salt water before being eaten to remind the Jews of the many tears shed by their ancestors when they were slaves. Maror: horseradish, for the bitterness of slavery Hazeret: bitter lettuce which leaves a bitter aftertaste in the mouth, a reminder of the life in Egypt which began well but turned to pain. Zeroa: roasted lamb. Reminder of the lamb sacrificed. Betzah: roasted egg. Not eaten during the Seder, it is a symbol of a new life of freedom promised by God.</p> <p>Have students make a Seder plate. Give each student a paper plate and outlines for the symbolic foods. Have them colour the foods as your explain their significance, cut them out and then glue them onto the plate. These can be used in a display in the classroom.</p> <p>Complete the Jesus celebrated Passover activity on page 14 Expressions Book 2. The roles of Mary, Joseph and Jesus at Passover.</p> <p>Scripture Luke 2:41-51 Jesus is lost in the Temple. Godly Play Young Children and Worship p 147 I wonder how Jesus felt when he was finally old enough to go to the Temple all by himself. I wonder how Joseph and Mary felt when they could not find him. I wonder what Jesus meant when he called this his Father's house.</p> <p>Explore how the story tells us about Jesus' family and the local community; the value of prayer; travel, the importance of the Temple, Jesus' learning and his obedience.</p> <p>Create a village scene showing important components such as a well.</p>	<p>http://www.jesus-story.net/miracle_loaves_fishes.htm</p> <p>Paper plate and images of the food eaten at a Seder meal.</p> <p>Expressions Book 2 p 14</p> <p>Young Children and Worship p 147</p> 	<p>Assessment of learning – the role of people during the Passover meal.</p>
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		<p>Create Palestinian houses using clay/mud or 'villages' using boxes etc. http://www.bible-archaeology.info/housing.htm images and information about houses.</p> <p>Construction Interaction – Leaning Links to Jesus – p 15 Using the scripture passage Luke 2:41-52 Jesus lost in the Temple Building the Temple of Jerusalem After reading the story of Jesus being lost in the temple in Jerusalem: show some images of the Temple (Google images) Point out the central buildings, the surrounding walls, the long corridors and so on Discuss who was authorised to enter the sanctuary in the Holy of Holies ; where the women were allowed to go; the area for gentile visitors and so on Discuss the types of materials that could be used for columns, walls, courtyard... Have children design their own Temple and explain why they have used the materials they have chosen and to label the parts of the Temple.</p> <p>Learn the song about Jesus on page 9 of Expressions Books 4 to the tune “London Bridge is falling down” Jesus works with stone and wood, stone and wood, stone and wood. Jesus works with stone and wood, with his father Joseph.</p> <p>Peter catches fish to eat, fish to eat, fish to eat James and John work on the boat; so it can sail quite safely.</p> <p>Martha cooks and cleans the floors, cleans the floor, cleans the floor Martha cooks as cleans the floor, while Mary sits and listens.</p> <p>Scribes they write the whole day long, whole day long, whole day long Scribes they write the whole day long; copying the Torah</p> <p>Pharisees they keep the Law, keep the law, keep the Law Pharisees they keep the Law and try to be most holy.</p> <p>Jesus went to read and pray, read and pray, read and pray Jesus went to read and pray in the Synagogue.</p> <p>Jesus was a Jewish man, Jewish man, Jewish man Jesus was a Jewish man; he spoke in Aramaic.</p>	<p>Leaning Links to Jesus Maurice Ryan and Jan Grajczonek - p 15</p> <p>Plans to be completed by students</p> <p>Expression Book 4 p 9</p>	<p>Assessment of learning – what is a Temple</p>
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		<p>Students in groups discuss the words in the song and identify those that they do not understand. Have them explore using appropriate resources e.g. book, computer, their meaning. Groups are to record with words and illustrations what they have learnt and report it back to the whole class.</p>	<p>Appropriate resources for children to research the meaning of some of the words and concepts in the song. – bible handbooks, biblical encyclopaedia, computers, poster, images,</p>	
	<p>Sorting Out</p>	<p>Round Table: Who can you name from the Gospels? What events can you name? How many books of the Gospels can you name? How many places can you name?</p> <p>Inside –Outside Circle (Teaching Strategies Resource Book). Share information about Jesus or a story about Jesus and what happened.</p> <p>Sequencing: Groups of children are given an envelope with scrambled events in Jesus' life. Children work together or individually to sequence the events.</p> <p>Story Map: Children choose a Gospel text and represent it graphically using arrows to indicate the story's progression.</p> <p>Use the Story Wheel strategy (Who is involved? Where did this happen? Why did the author tell the story? How is the story told? When does the action take place? What happened?) to identify and sequence events in Jesus' life: Birth and Youth, Ministry. Also allow visual representation of the story to observe whether the correct clothes, housing etc. is portrayed.</p> <p>Refer to Ryan, M. Expressions, Book 4 (2003) p 64 and Teaching The Bible (2001) and create a bible artefact collection</p>	<p>Bible, Children's Bibles</p> <p>Inside –Outside activity</p> <p>Sequencing activity resources – paper, envelopes</p> <p>Story map resource see A-Z teaching Strategies on www.newreligioncurriculum.com</p>	<p>Assessment for learning – what do students already know?</p> <p>Assessment of learning activities</p>



		<p>This could include students ideas of work that has been completed earlier in the unit.</p> <p>Objects pertaining to or are in some way related to life in First century Palestine. e.g.</p> <ul style="list-style-type: none"> • a biographical sketch of a biblical character • Maps showing locations of places Jesus visited • Recipes for food eaten in the time of Jesus • Clothes and jewellery made from craft materials • Pottery objects • Models of a village in Palestine or photos of models previously made <p>Words associated with the artefacts can be printed on cards and displayed with the artefact.</p> <p>These artefacts can be used to stimulate student writing. Students could be given a particular set of objects from the collection and be invited to compose a story that somehow links the objects.</p> <p>Investigate how the Jewish Tradition honours the Scriptures, collect pictures of Jewish scrolls and the elaborate ways they store them in the Synagogue.</p> <p>Character profile Expressions Book 3 – p 21-25 Create a character from first century Palestine and complete a Character profile giving such information as: Name (select an appropriate name from the list provided in Expressions Book 3) Job (select an occupation from the list provided in Expressions book 3) And some information about their character with a drawing of the person.</p> <p>Have the students then complete some simple diary entries: for their character. These entries can show their understanding of the everyday life of people in first Century Palestine. Morning, afternoon, night-time can be written, drawn or scribed by an adult.</p>	<p>Ryan, M. Expressions, Book 4 (2003) p 64 and Teaching The Bible (2001)</p> <p>Character profile Ryan, M. Expressions, Book 3 (2003) p 21-15</p>	
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	Communicating	<p>Photo prayers using photos students have brought in about their Families showing the contrast with life in Jesus' times.(Bretherton B.A–Praying with Children).</p>	(Bretherton B.A–Praying with Children).	
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