

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: Two		Term:	Year:
Inquiry / Wondering Question:		I wonder what we know about Jesus.	
Strands: Beliefs Sacraments Morality Prayer			
Class context/Learners: <i>To be added by class teacher</i>			
Cross-curricular priorities:			
Key Wondering Questions: What was life like for Jesus growing up in first century Palestine? I wonder what life was like when Jesus was growing up. I wonder what it was like living in Jesus' family I wonder what things Jesus did with his family I wonder what a temple is. What is the Bible? I wonder what is in the Bible			
Knowledge & Understanding... For Christians, the Bible is a sacred book. The Gospels are stories that teach about Jesus. Jesus lived in a family in Nazareth. Jesus was a Jew. Jesus influenced people. Jesus shows us the way God wants us to live.		Skills... Explain that the Bible is important to Christians Know that a narrative tells a story Know that parables are stories or riddles that Jesus told to help teach people about God. Retell a narrative or parable Compare and contrast cultural and social backgrounds of Jesus with today e.g. food, family, housing, transport.	



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 two:

Students explain that the Bible is important to Christians. They know that a narrative tells a story about Jesus and parables are stories or riddles that Jesus told to help teach people about God and they can retell a narrative or a parable. They compare and contrast some of the cultural and social background of the Gospels with ours e.g. family, food, housing, transport.

By the end of year two, students name the most common sacramental elements, words and actions from the rite of Baptism.

By the end of year two, students recall scripture that shows Jesus as loving and just. Students name ways they can show love and act responsibly in family, school and community.

By the end of year two, student recite the Hail Mary and Our Father. Students identify reasons to pray. Students participate in class rituals and select appropriate symbols for prayer. Students retell the story of the first Easter. Students know that Lent begins on Ash Wednesday. Students demonstrate

an understanding of the life of Mary.			
Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
Formative Assessment <i>for</i> Learning	Assessment for learning KWL chart Assessment for learning – using children’s knowledge about the Bible Assessment for learning -Compare and contrast chart to record children’s thoughts and ideas about their life and Jesus life. Character Map of Biblical character – what does the student know?	KWL chart Observations and anecdotal records Compare and contrast chart with reflective activity – teachers student consultation Character Map and consultation	At the beginning of the Unit During the Unit During the Unit
Summative Assessment <i>of</i> Learning	Retrieval chart – see A-Z learning strategies Have students complete a visual retrieval chart on a parable using the five questions: Where? When? What? Who? Why? Linear flowchart (see A-Z teaching strategies) Cloze activity using biblical text. Childrens response to the statement The Bible is an important book	Retrieval chart Linear flow chart Cloze activity Student consultation with teacher	At end of Unit During the Unit At the end of the Unit At the end of the Unit
Affective Assessment <i>as</i> Learning	Holy Family Photo Album: class develops a “photos album” of Jesus life – using drawings, photographs of models etc. to represent significant and possible events of Jesus’ early years. Develop this over the year. Students share their understandings of the parables during Godly Play. These can be recorded in a journal or they can respond to the parable though use of a variety of creative arts. Godly play wondering Three stars and a wish reflective exercise at the end of the Unit	Holy Family Photo Album Journal entry or creative response Participation in Godly Play Wondering Three stars and a wish	During the Year During the Unit During the Unit At the end of the Unit

Learning and Teaching Sequence



WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	Tuning In	<p>Use KWL to find out what the students know about Jesus' life. Investigate the daily life and activities of people in First Century Palestine. Use ICTs to look at the geography of Palestine, the location of some of the important cities that Jesus visited e.g. Bethlehem, Jerusalem, Nazareth, and Galilee, Jordan River. If you know someone who has visited or lived in Israel, invite them as a guest speaker to your classroom to talk about what it would be like growing up in that country.</p> <p>Sing songs that reflect the Church's belief in Jesus.</p> <p>Have your own personal Bible wrapped in a brightly coloured cloth. Treat it as if it is a special gift and that you cherish and treat with respect. Allow students to touch it with reverence as well. Explain the importance of the Bible using knowledge that some children will indicate as well as your own.</p> <p>Re-visit the importance of the class Bible as our important book because it is the Word of God. Make sure it is placed in a sacred space and that it is treated with respect in the classroom.</p> <p>Children could design a special cloth for the class Bible to be placed upon. Talk about the way the Bible is used in the Church and how the Gospels tell us about Jesus.</p>	<p>Biblical maps, images form Google images, Google maps, biblical dictionary, Biblical handbook, illustrated guide to the bible etc.</p> <p>Personal Catholic Bible Bright coloured cloth.</p> <p>Class Bible</p>	<p>Assessment for learning KWL chart</p> <p>Assessment for learning – using children's knowledge about the Bible</p>
	Finding Out	<p>Familiarise the students with particular features of the Bible: Gospels (4) names of the Gospels.</p> <p>Investigate: Reading books and having stories told to us are great ways to learn things. In the Bible we read many stories about God and Jesus. These stories tell us about Jesus' life and about how much Jesus loves and cares for all people. The Bible also has stories that Jesus told. Jesus was a great storyteller. I wonder... Why people like to tell stories Who are the people who tell you stories Why it is important for us to listen to stories about Jesus.</p> <p>Teacher: Share with the students your favourite Bible story.</p>		



		<p>Have a dress up day where students come in first century Palestine dress up maybe as a person from a Bible story. Students to share something about that character. Dress up as a person from Jesus family and tell something about that person – Jesus, Mary, Joseph, John the Baptist, Elizabeth, Zechariah.</p> <p>Make a Nazareth display using the village of Nazareth in Israel as a model. Investigate the life and times of families in first Century Palestine – Look at Teacher Background/Scripture information on the www.rokrelijiouseducation.com for some information. Also use children’s literature and other non-fiction books to access images and information. Use a compare and contrast chart to record information and make comparisons with the students’ own way of life and life and times of Jesus.</p> <p>Have images or concrete figures of Jesus birth. Recount the two infancy narratives and focus on the role of Mary and Joseph in each story. Compose and character map for each person. Gather images of housing, clothing food, buildings especially the Temple and life in general to use on the interactive whiteboard.</p> <p>Prepare a tasting table of Judaic foods: unleavened bread, dates, cottage cheese, honey, melon.</p> <p>Holy Family Photo Album: class develops a “photos album” of Jesus life – using drawings, photographs of models etc. to represent significant and possible events of Jesus’ early years. Develop this over the year.</p> <p>Using the Expressions Book No 2 Topic 1 investigate attributes of the times of Jesus and Jesus as a child.</p> <p>Have a Jesus day incorporating food, games, clothing and work.</p> <p>Lois Rock (1998) <i>The time of Jesus</i>, Lion Publishing Nicholas Allan (1998) <i>Jesus Day off</i>. London: London</p> <p>As a whole class write Jesus’ diary, for example, “What a day! I had lots of people come to talk to me. Lots of mothers brought their children to me so I welcomed them</p> <p>Godly Play – Young Children and Worship p178 Matthew 19:13-15; Mark 10:13-16; Luke 18:15-17 Jesus and the little children</p>	<p>Images from internet or books of the Nativity Concrete figures from a nativity scene.</p> <p>Foods for a tasting table</p> <p>Expressions Book 2 Topic No 1 – Jesus as a child.</p> <p>Lois Rock (1998) <i>The time of Jesus</i>, Lion Publishing Nicholas Allan (1998) <i>Jesus day off</i>. London, London.</p> <p>Young Children and Worship p178</p>	<p>Assessment for learning - Compare and contrast chart to record children’s thoughts and ideas about their life and Jesus life.</p> <p>Character Map of Biblical character</p>
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		<p>I wonder how the children felt on their way to see Jesus. I wonder what Jesus said to the children I wonder how the disciples felt when Jesus said “let them come...”</p> <p>Explain the part of the Bible which contains stories about Jesus. Introduce this part by telling the students that they will hear many things about Jesus how he helped people who were sick, lonely or in trouble. Jesus also used to tell stories to show us how to love one another.</p> <p><i>Literature:</i> Butterworth, N. and Inkpen, M. (2005) <i>Stories Jesus told</i>. Oxford: Lion Hudson.</p> <p><i>Music:</i> Freeburg, P. and Walker, C. (1998) <i>Stories and Songs of Jesus</i> OCP Publications Farrell B. (1995) <i>Listen to Jesus Great Gifts</i> Willow connections Australia Walker, C. (1992) <i>We Hear God’s Word, Calling the Children</i>. OCP Publications</p> <p>Use the three worlds of the text framework to examine the following scripture passages. See 3 WOTT on the teacher background/scripture page of www.rokreligiouseducation.com Also search for the suggested teaching and learning strategies wheel for 3 Worlds of the Text on the <i>Resources</i> Page of www.rokreligiouseducation.com</p> <p>Using the Godly Play scripture – begin to investigate and wonder about the person of Jesus.</p> <p>Stories (Parables) that Jesus told: Godly Play Book 3 p 115 Matthew 24: 32 Mark 4:30-32; Luke 13:18-19 Mustard seed I wonder if these birds have names I wonder how the birds feel about this tree I wonder where the birds were coming from I wonder what the tree might really be</p>	<p>Literature: Butterworth, N. and Inkpen, M. (2005) <i>Stories Jesus told</i>. Oxford: Lion Hudson.</p> <p>Music: Freeburg, P. and Walker, C. (1998) <i>Stories and Songs of Jesus</i> OCP Publications Farrell B. (1995) <i>Listen to Jesus Great Gifts</i> Willow connections Australia Walker, C. (1992) <i>We Hear God’s Word, Calling the Children</i>. OCP Publications</p> <p>www.rokreligiouseducation.com</p> <p>Godly Play series Book no 3 p 115</p>	
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	<p>Sorting Out</p>	<p>Using cardboard templates the students make puppets dressed in Judaic clothing and re-enact stories for the Gospel using puppet characters. Joint construction and illustration of a Gospel story. Use cloze activities on the text and pictures. Make a big book.</p> <p>Students form small learning teams as create a linear flowchart that correctly identifies and sequences the key events in one of the parables they have wondered about.</p> <p>Students share their understandings of the parables during Godly Play. These can be recorded in a journal or they can respond to the parable through use of a variety of creative arts.</p> <p>Students design and create a classroom collage based upon one of the parables.</p> <p>Assist the students in identifying the part of the parable that turns the</p>	<p>Cardboard</p> <p>Linear flowchart (see A-Z teaching strategies in Resources on www.rokreliougeducati.on.com)</p>	<p>Assessment of learning – linear flowchart that sequences parable</p>



		<p>reader's expectations upside down. – What is the puzzling or surprising part? Use an image of the parable and have students write appropriate text for the characters using speech bubbles.</p> <p>Can the students identify the Bible from amongst a range of other books?</p>	Images of a parable	
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	Communicating	<p>Hot seat character interview: student is placed in a prominent position in the role of a character from one of the parables. Student retells the story from this point of view.</p> <p>Have students complete a visual retrieval chart on a parable using the five questions: Where? When? What? Who? Why?</p> <p>In small learnings teams role play one of the parables. Use cloze activities on the text and pictures.</p> <p>Have students respond to the statement “The Bible is an important book...”</p> <p>Game “who am I?” from one of the Bible stories about Jesus or a character from one of the parables.</p> <p>Use Godly play figures to retell and wonder about the stories.</p>	<p>Retrieval chart – see A-Z learning strategies</p> <p>Cloze activity using biblical text</p> <p>Godly play resources.</p>	<p>Assessment of learning Retrieval chart where. When what who why – see A-Z learning strategies</p> <p>Assessment of learning Cloze activity using biblical text.</p> <p>Assessment of learning Childrens response to the statement The Bible is an important book</p>
	Evaluating and Reflecting	<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>	<p>Three stars and a wish reflective activity</p>	<p>Assessment as learning</p>

