

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: Two		Term: one	Year:
Inquiry / Wondering Question: I wonder what happened at the first Easter			
Strands: Beliefs Sacraments Morality Prayer			
Class context/Learners: <i>To be added by class teacher</i>			
Cross-curricular priorities:			
Key Wondering Questions: I wonder what part of Lent you liked the best? I wonder what part of Lent is the most important? I wonder how sadness and happiness can make joy? I wonder how you know when joy is here? I wonder what the Easter candle reminds you of?			
Knowledge & Understanding... Students will know: Jesus was a Jew. Jesus influenced people. Jesus shows us the way God wants us to live. The church celebrates Jesus through special seasons of the Liturgical year.		Skills... Students typically will retell a narrative compare and contrast cultural and social backgrounds of Jesus with today e.g., housing, transport. retell the story of the first Easter explain the meaning of Lent know that Lent begins on Ash Wednesday	



Lent is a time when Jesus invites me to be loving and forgiving towards others.
 Lent begins on Ash Wednesday.
 We listen again to the story of Easter.

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 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	Prepare a retelling of the Easter Story and visit a younger class to retell it. Participation in wondering questions. Build up a record of the events of Holy Week in a book or on a cube using words, symbols or illustrations.	Creative role –play or story-telling techniques. Observations and participation in wondering. Journaling	At the end of the unit During the teaching and learning experiences. Continuous consultation with the teacher in building this record of events of Holy Week
Summative Assessment <i>of</i> Learning	Given pictures of the key events of Holy Week and the first Easter Sunday morning as cues, students recount the events. Complete a cloze activity using relevant scripture Use the postcard strategy to write about one event in Holy Week, e.g. Palm Sunday, Last Supper, praying in the garden, the crucifixion, in the garden Sunday morning Graphic organiser of events in Holy Week	Sequence of events Cloze activity Postcard strategy Graphic organiser	Ongoing during the teaching and learning experiences At the end of the unit.

<p>Affective</p> <p>Assessment as Learning</p>	<p>Each student writes ways he/she will try to practise goodness during Lent.</p> <p>Using the Facts and Feelings Blackline master in Teaching the Bible p. 135 allow the students to respond to aspects they remember about the first Easter story.</p>	<p>Self – assessment and evaluation of goals</p> <p>Facts and Feelings record</p>	<p>Student monitor this throughout the unit.</p> <p>Reflective exercise at the end of the unit</p>
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Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	<p>Tuning In</p>	<p>Set up a 'Wondering' table in the classroom with items such as ash, a cross, Project Compassion box, purple cloth, Bible, the number 40, grapes and wheat, eggs - allow time for the students to wonder about the items and discuss their significance.</p> <p>Create a 'I wonder'/ graffiti board in the classroom where students can list ideas about what each item might mean. Continually revisit the 'I wonder' board throughout the unit.</p> <p>Godly Play The Mystery of Easter</p>	<p>Prayer/sacred space with appropriate cloth and symbols</p> <p>Godly Play Volume 4 p. 27</p>	
	<p>Finding Out</p>	<p>Brainstorm: Ash Wednesday – I wonder what the ash symbolises. Lent – I wonder how long Lent lasts for...I wonder if there is a significance for the number 40 I wonder why we use purple cloths in the church.</p> <p>Attend the distribution of the ashes at church or at a school liturgy. Bring a Project Compassion box and a bowl of ashes into the classroom.</p> <p>Each student writes ways he/she will try to practise goodness during Lent e.g. what they might do to contribute to Project Compassion, when they will spend time in prayer etc. add these to a Lenten chain to be added to the Lenten display – this is a reflective exercise and not meant for sharing.</p>	<p>Project Compassion information and Project Compassion box.</p>	<p>Assessment for Learning This activity will indicate student' prior understandings and experiences of the liturgical season of lent.</p> <p>Assessment as learning</p>

		<p>Read the story of Palm Sunday based on John 12:12-15 Invite students to wonder using such statements as : I wonder why it is called Palm Sunday I wonder what the people were feeling as Jesus rode into Jerusalem I wonder what you would have said to Jesus I wonder how Jesus felt with all the people crowding around him I wonder what kind of king Jesus really is</p> <p>Prepare a class role play. Make paper palms. Learn an appropriate song – eg., Andrew Chinn – Bless our King</p> <p>Role play Palm Sunday using a combination of reading, storytelling, movement and song.</p> <p>Discuss processions, parades, marches they have seen – what do people wave, say do? Show some palms. Talk about experiences at Mass on Palm Sunday – use photos or internet photos to illustrate.</p> <p>Read the story of Holy Thursday based on John 13:12-15 Invite the students to wonder using such statements as I wonder why we call this Jesus Last Supper I wonder how Jesus felt that night I wonder why Jesus washed his friends feet I wonder what he would have been talking about with his friends around the table.</p> <p>Share a meal of Hot Cross Buns, talk about other meals shared – where do you eat, are there special places for people at your table, what do you talk about with your family. Talk about the Last Supper</p> <p>Read the story of Good Friday Mark 15: 21-47; Matt 27: 32-61; Luke 23; 44-47 Show various crosses and crucifixes. Invite them to bring some from home.</p> <p>Godly play - The crosses I wonder which cross you like the best? I wonder which is the most important cross? I wonder which cross is especially for you? Now I wonder if you would like to make something about how these crosses feel to you?</p>	<p>Andrew Chinn Bless our King – These Hands CD</p> <p>Hot cross buns</p> <p>Variety of crosses</p> <p>Godly Play Volume 4 The Crosses p. 69 Collection of crosses in a container.</p> <p>Internet</p>	
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		<p>Use internet sources to help with different Christian crosses</p> <p>Discuss differences in various crosses and crucifixes. Students paint draw, construct a cross using clay etc. E.g. St Francis of Assisi cross Teacher background: <i>The San Damiano Cross is the large Romanesque rood cross before which St. Francis of Assisi was praying when he is said to have received the commission from the Lord to rebuild the Church. It now hangs in the Basilica of Saint Clare (Basilica di Santa Chiara) in Assisi, Italy, with a replica in its original position in the church of San Damiano nearby. Franciscans cherish this cross as the symbol of their mission from God. The cross is a crucifix of a type sometimes called an icon cross because in addition to the main figure of the Christ, it contains images of other saints and people related to the incident of Christ's crucifixion. The tradition of such painted crucifixes began in the Eastern Church and possibly reached Italy via Montenegro and Croatia.</i></p> <p>St Benedict's medal and cross See info ration and explanation of this medal and cross: https://stpeterslist.com/8-things-you-must-know-about-st-benedicts-medal</p> <p>students to bring in any crosses form their homes to show and share.</p> <p>Visit the local church and look for signs and symbols of Lent –e.g. the colour purple, ashes etc. Explore the colour purple and its significance for the season of Lent. Change the cloth in the prayer space to purple.</p>	 <p>San Damiano Cross</p>  <p>https://stpeterslist.com/8-things-you-must-know-about-st-benedicts-medal</p> <p>Purple cloth</p>	
	<p>Sorting Out</p>	<p>Pray the Stations of the Cross –various images Aboriginal Stations of the Cross, use Miriam Rose Ungunmerr Sieger Koder images - Folly of God Slide Share: https://www.slideshare.net/simonrundell/the-folly-of-god-stations-of-the-cross-at-s-thomas-the-apostle-elson-gosport Stations of the Cross for Children: https://www.loyolapress.com/our-catholic-faith/liturgical-year/lent/stations-of-the-cross/multimedia-stations-of-the-cross-for-children</p> <p>Stations of the Cross for children https://www.youtube.com/watch?v=j0qv7c4PsrA</p>	<p>Internet images of stations of the Cross Aboriginal Miriam Rose Ungunmerr Found in Joe McCorley resource Centre Folly of God – Sieger Koder https://www.slideshare.net/simonrundell/the-folly-of-god-stations-of-the-cross-at-s-thomas-the-apostle-elson-gosport Stations of the Cross for Children https://www.loyolapress.com</p>	

		<p>Respond in silence, spontaneous prayer, written prayers, journaling etc. Wonder: I wonder what the friends of Jesus would have talked about after they had buried him.</p> <p>Change the purple cloth to white for the Easter season and add some Easter symbols. Ask the children to explain why white is being used and to suggest what Easter symbols could go on to the prayer space and why. Dialogue with the children to help them explore the symbols.</p> <p>Cover a large cylinder to represent an Easter Paschal candle – decorate with Alpha and Omega symbols, the year and a cross. The symbols and numbers can be made out of coloured adhesive contact. Use the Paintshop computer program to create these numbers and symbols.</p> <p>Godly Play Easter Eggs – Godly Play volume No 4 p 74 I wonder which of the colours and designs you lie best? I wonder which colours and designs are the most important? I wonder if these are all the designs and colours we need? Maybe we need more? Are there too many? Not enough?</p> <p>Visit a local church after Lent and discuss in pairs the special signs that tell us Jesus has risen. On a sunny day, go outside, observe and enjoy the sunlight. Talk about the power of the sun to give light, and therefore life. Read a book about the sun. Use stimulus pictures about the sun to encourage wondering. I wonder how is Jesus like the sun? I wonder how Jesus is the light of the world...</p> <p>Use Luke 24:1-12 and wonder with the children ;</p>	<p>com/our-catholic-faith/liturgical-year/lent/stations-of-the-cross/multimedia-stations-of-the-cross-for-children</p> <p>White cloth</p> <p>Cardboard cylinders</p> <p>Paintshop computer program</p> <p>Godly Play Volume no 4 See p 74 for materials</p>	
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		<p>I wonder how the women felt when they saw that the stone was gone</p> <p>I wonder why the disciples didn't believe the women</p> <p>I wonder why Peter went to the tomb</p> <p>I wonder what you would have done if you were one of the disciples.</p>		
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	Communicating	<p>Build up a record of the events of Holy Week in a book or on a cube using words, symbols or illustrations.</p> <p>Use one or more of the suggested Scripture References and ask the students to: Complete a cloze activity Write the Easter Story in their own words or use the postcard strategy</p> <p>Prepare a drama about the first Easter morning (refer to Scriptures); groups could prepare a section.</p> <p>Using Maurice Ryan Graphic Organiser , sequence events of Holy Week.</p> <p>Prepare a retelling of the Easter story and visit a younger class to retell it.</p> <p>Decorate a large 'Alleluia' and display it prominently.</p> <p>Light a candle for the Easter season and say an appropriate prayer and sing an Easter song.</p> <p>Use a set of pictures or photos (can be form internet) about the Easter Triduum and discuss the events, symbols and rituals portrayed.</p> <p>.</p>	<p>Maurice Ryan & Jan Grajczonek Learning Links to Jesus p.39 or p. 41</p>	<p>Assessment for learning – continue consultation and self-assessment of book or cube with students and teacher input.</p> <p>Assessment of learning Cloze activity Written activity – postcard strategy</p> <p>Assessment of learning Graphic organiser</p> <p>Assessment of learning</p>
	Evaluating and Reflecting	<p>Display 2 large pieces of paper – one titled Lent and the other Easter. Lead the class in identifying what they have learnt about Lent and Easter.</p> <p>Using the Facts and Feelings Blackline master in <i>Teaching the Bible</i> p. 135 allow the students to respond to aspects they remember about the first Easter story.</p> <p>Whilst listening to 'Walk into the Light' by Jen Charadia <i>Renew our Hearts</i> CD have students express their feelings and learnings by colouring the mandala or creating their own.</p>	<p>Large pieces of paper</p> <p>Maurice Ryan <i>Teaching the Bible</i> p. 135</p> <p>Renew our Hearts CD Jen Charadia Renewal Productions</p>	<p>Assessment for learning</p> <p>Assessment as learning</p>



		Prayer celebration; sing an appropriate Easter hymn about Jesus. Light the class candle –use Rina Wintour Just imagine script Or write your own to reflect on the risen Christ – the Light of the world.	Rina Wintour Just Imagine No 3 p 64 & 67 Jut Image no 1 p44	
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