

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: 4	Term:	Year:
Inquiry / Wondering Question: I Wonder about the Bible and in particular the parables.		
Strands: <div style="background-color: #cccccc; text-align: center; padding: 5px; margin: 5px 0;">Beliefs</div> <div style="text-align: center; padding: 5px;">Sacraments</div> <div style="text-align: center; padding: 5px;">Morality</div> <div style="text-align: center; padding: 5px;">Prayer</div>	Cross-curricular priorities:	
Class context/Learners: To be added by class teacher		
Key Inquiry Questions: How do I read the Bible? What is a parable and do I know any that Jesus told.	I Wonder: I wonder about the Bible. I wonder about parables.	
Knowledge & Understanding... The Bible's referencing system is structured according to book, chapter and verse. Jesus taught in parables. Parables – the use of images, characters, setting, and the historical context can assist the reader to make meaning of Scriptural teachings.	Skills... Identify some features of text organisation namely book, chapter, verse. Identify and explain language features of parables, namely images, characters, vocabulary and settings. Explore their own experiences and imagining, retelling key parables from the New Testament and reflecting on how these stories can help people to live a Christian life. .	
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 Four, students will demonstrate ways of living in harmony with and caring for God's creation: themselves, others and the environment. Students locate texts within the Bible by book, chapter and verse. Students identify and reflect upon key parables from the New Testament.

By the end of Year Four, students explore lived celebrations and compare them to the structure of a religious ritual. Students compare the celebration of the Eucharist to the structure of a religious ritual. Students listen, read and wonder about the Holy Spirit in key scripture passages. Students explain significant aspects of the Confirmation Rite.

By the end of Year Four, students recall ways Jesus reached out to the poor, the lonely and the outcast. Students identify ways Christians can reach out to those in need.

By the end of Year Four, students can understand and say, in unison a number of traditional prayers including the Prayer of St Francis and a decade of the Sorrowful Mysteries of the rosary. Students compose, read and pray different forms of Christian prayer.

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
Formative Assessment <i>for</i> Learning	5 games to teach the books of the Bible: Students choose a parable from the Gospels. (It could be their favourite parable) Answer the following questions: 1. From which Gospel is the parable? 2. What is the biblical reference? 3. Give a brief recount of the parable. 4. What does the parable tell us about God? Jesus? People? 5. Why do you think Jesus told this parable?	Bible games Response to questions	At the beginning of the Unit During the Unit
Summative Assessment <i>of</i> Learning	Choose one character from the NT and find out 3-5 pieces of information about the person. For example: 1. Who is the person? 2. Where are they mentioned in the NT? 3. What role do they play in the story of Jesus and the early Church?	Response to questions	During the unit



	Portfolio of activities in response to the Good Samaritan parable and the Mustard seed parable. Students complete a Six Thinking Hats Strategy on the Parables:	Portfolio Six Thinking Hats	During the Unit At the end of the unit
Affective Assessment as Learning	Engage students in wondering. Some suggested wondering statements are I wonder which books you already know about. I wonder which books you want to find out about. I wonder which parable is your favourite and where we might find it in the Bible. I wonder if you have a favourite Bible character and where we would find this character in the Bible.	Wonderings	At the beginning of the Unit

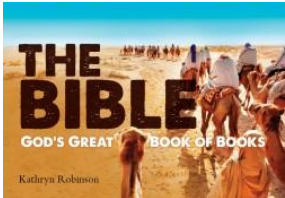
Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	Tuning In	How do we communicate? Briefly explore with students ways we communicate, how and why we communicate, and the place of story in our lives. Students share family and community stories. In English, study the use of oral story-telling and written stories that tell us truths about life but are fiction. Explore examples of family, national, cultural and religious stories. Tell the story 'The Bible: Our Sacred Story', using Resource Sheet 1 and suggested Bible Book materials. Taken from Sydney CEO Engage students in wondering. Some suggested wondering statements are I wonder which books you already know about. I wonder which books you want to find out about. I wonder which parable is your favourite and where we might find it in the Bible. I wonder if you have a favourite Bible character and where we would find this character in the Bible.	Bibles Resource No 1 – the Bible Our Sacred Story. Bible bookmarks Wonderings	Assessment as/for learning



		<p>Make available 'The Bible: Our Sacred Story' materials for students' use either individually or in small groups. Provide opportunities for them to explore how many books there are and the different classification of books: prophetic, wisdom, historical, Pentateuch (Law), Gospels, letters etc.</p> <p>Give each student a bookmark which is their own list of the books of the Bible (template on RE Online, Primary Curriculum and Resources, 6.6 Bible Bookmarks).</p> <p>5 games to teacher the books of the Bible: http://scripturelady.com/5-great-games-to-teach-your-kids-the-books-of-the-bible/</p> <p>You will need to make a set of "Bible Book Cards". You can easily do this on your computer with some colourful graphics or you can simply print the names of all the books of the Bible on some index cards. I suggest you laminate all the cards for long-term use.</p> <p>Game 1: OT/NT Sort – Simply get 2 boxes and label one "Old Testament" and the other "New Testament". Grab 10 or so of the Bible Book Cards and set a timer to 30 seconds. When you say, "Go", give a child the opportunity to correctly sort the cards in their appropriate boxes. For every one he got correct, tally up the points for his team. As the children learn their books better, you will be able to give them more cards to sort.</p> <p>Game 2: Order Up! – Grab a clothesline and some clothespins. Give a child a set of Bible Book Cards that you would like him/her to put in order. You might want to limit it to 5 cards to begin with until he/she gets to know the Bible. For this game the points are tallied only on the cards that were placed out of order. The team with the least points wins. You might consider setting a time limit on this game as well.</p> <p>Game 3: Grab and Find – Grab a bucket and put in some Bible Book Cards. Have a child come up and pull out a card. Give him/her 15 seconds to find the book in the Bible. If he is successful, he/she gets the points on the card for his/her team.</p> <p>Game 4:</p>	<p>Bible – Our Sacred story</p> <p>http://scripturelady.com/5-great-games-to-teach-your-kids-the-books-of-the-bible/</p> <p>Bible Book Cards</p>	<p>Assessment for learning</p>
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		<p>Name a Character – This is played the same as #3 above, but instead of finding the book in the Bible, the child must say one main character that is in the book that he chose.</p> <p>Game 5: Guess the Book – Lay out 5 Bible Book Cards on a table. Read a Bible verse from one of the books and give a child the chance to guess which book on the table it comes from. Reward the points on the back of the card if the guess was correct. Keep reading verses for the other cards until there are 2 left. Lay out more cards to make it harder.</p> <p>Ask students to look through the Bible and notice the numbers. What do they notice? Explain biblical referencing to students, e.g. Lk 1:1-4. Lk = Luke, 1 = chapter, 1-4 = verses. Give students some references and ask them to find them in the Bible. For example, ask students to look up references to answer questions or fill in the blank in Bible verses. He Bible</p> <p>Use the Big Book – The Bible- God’s Great Book of Books to tell the story of the bible.</p> <p>This is a large format book designed for shared reading on the topic of the Holy Bible. Themes are on history, tradition and what the Bible means to us today. The book also comes with a CDROM with ready to use interactives for the interactive whiteboard. It also contains assessment activity sheets.</p>	<p>Individual Bibles Bible references</p> 	<p>Assessment for learning – looking up scripture</p>
	<p>Finding Out</p>	<p>Exploring the new testament Give students the opportunity to review and share favourite Scripture events with which they are familiar.</p> <p>Significant People Choose one character from the NT and find out 3-5 pieces of information about the person. For example:</p> <ol style="list-style-type: none"> 1. Who is the person? 2. Where are they mentioned in the NT? 3. What role do they play in the story of Jesus and the early Church? <p>Parables Have a general discussion about parables and their characteristics. What is a parable? A story designed to convey a truth or moral lesson.</p>	<p>Bibles</p>	<p>Assessment for Learning</p> <p>Assessment of Learning</p>



		<p>Why did Jesus use parables? To help our understanding, present truth in vivid way, make us use our imagination & intelligence and spur us to action.</p> <p>Introduce Parables by using Godly Play techniques in a gold box- Christians believe that parables are a gift from Jesus to help them live more wisely and well. “Unwrap” the contents as you tell the story with plenty of general questions e.g. I wonder why... I wonder if... I wonder how... I wonder what... I wonder if you have a question.</p> <p>Another approach is to introduce a Parable by using a painting, so that the children can engage with an interpretation of the parable through someone else’s eyes.</p> <p>http://www.textweek.com/art/parables.htm</p> <p>Ask the children to generate questions about the painting and to talk about how the artist has portrayed/interpreted the story.</p> <p>Students choose a parable from the Gospels. (It could be their favourite parable) Answer the following questions: 1. From which Gospel is the parable? 2. What is the biblical reference? 3. Give a brief recount of the parable. 4. What does the parable tell us about God? Jesus? People? 5. Why do you think Jesus told this parable?</p> <p>See list of Parables in the Gospels on the Sample unit page with this unit.</p> <p>Identify using examples from scripture the characteristics of Parables: 1. Repetition – to help listeners remember i.e. repeated themes e.g. compassion. 2. Contrast- Parable of lamp Mk18;21-23- stand/under, hidden/disclosed, kept secret/brought to light 3. Folkloric threesome- i.e. three characters, incidents or events e.g. Cinderella Goldilocks, 3 blind mice. Lk 15; 3-7 (Lost Sheep) 99 sheep, one lost sheep, the shepherd make group of three. Talents Mt 25:14-30- man had three slaves</p>	<p>http://www.textweek.com/art/parables.htm</p> <p>Bibles</p> <p>List of Parables in the Gospels</p>	<p>Assessment for Learning</p>
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		<p>4. Rule of end stress- some emphasis, climax or concentrated attention to last character e.g. in Talents third slave is rebuked.</p> <p>Examine familiar parables and determine characteristics according to above scaffold.</p>		
	Sorting Out	<p>Teaching strategies for investigating parables:</p> <p>The Good Samaritan Read the Parable of the Good Samaritan found in Luke 10:25-37.</p> <p>Use Godly Play to introduce the scripture.</p> <p>Young children and worship p 169 Godly play Vol 3 p 87 I wonder where the road was really going. I wonder who was a neighbour to the robber. I wonder who was a neighbour to the priest. I who was a neighbour to the Levite. I wonder who was a neighbour to the Samaritan. I wonder what would happen if the person finding the injured traveller was a child I wonder what would happen if the people in the parable were women and not men.</p> <p>Response activities can be selected as part of a portfolio of work:</p> <ul style="list-style-type: none"> • Explain that the title of the parable is usually given as “The Good Samaritan”. Can children think of alternative titles? • Retell the story from the point of view of the victim-individually in pairs or as a whole class. • Give the story in sections to groups of children to mime and freeze frame. • Write a thank you letter from the victim to the Samaritan. • Create a rap to ‘retell’ the story. • Ask the children what questions they have about the story and/or who committed the worst deed in the story? • Create music /sounds to accompany the telling of the story. • Make a character map of the Priest /Levite describing what they couldn’t/ wouldn’t do • Create a dialogue between the Samaritan and one who passed by. 	<p>Bibles</p> <p>Young Children and Worship p 169 Godly Play p 87</p> <p>Portfolio of activities</p>	<p>Assessment as learning</p> <p>Assessment of Learning</p>




		<ul style="list-style-type: none"> • Think about those you would help and “who is our neighbour.” • Talk about how this story might help Christians today. <p>Six hats and the good Samaritan Learning links to parables by Maurice Ryan p41</p> <p>YouTube clip http://www.youtube.com/watch?v=53Pqw20xK10</p> <p>Godly play You Tube http://www.youtube.com/watch?v=cC88j6v5keE</p> <p>Children could role play the parable, dressing up as the different characters. Alternatively, form the class into small groups; give each one a large sheet of poster paper and ask them to draw different scenes from the story. Ask that they make the characters big enough so that they can trace around their own hands for the characters in the scene who are helping. Some discussion questions include:</p> <p>What was Jesus trying to teach us? Who should we help? Do we always help others or do we choose who we want to help? How would you feel if you were left out of a game or activity? How would you feel if children made fun of you or teased you? Discuss playground situations where children should love each other and help one another. Discuss how children might treat others unfairly because of where they live or whether they have nice things; because they're not good at sport or art; because they look or speak or think differently about things; because they are clever at school or not.</p> <p><i>The Mustard Seed</i> Read the Parable of the Mustard Seed which can be found in all three synoptic Gospels: Matthew 13:31-32; Mark 4:30-32; and Luke 13:18-19.</p> <p>Use Godly Play Young Children and Worship p 156</p>	<p>Reflective questions</p> <p>Young Children and</p>	<p>Assessment as Learning</p> <p>Assessment as Learning</p>
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		<p>Wonder about the story</p> <p><i>Response activities can be selected as part of a portfolio of work:</i></p> <ul style="list-style-type: none"> • Role play or mime the growth of a seed. • Make a concertina folded sheet on which the students can draw the growth of a seed. Opening the concertina folds shows how the seed grows bigger. • Discuss how the seed can be like our love for God and Jesus. It may be small to start with but as we learn more about God and Jesus, our love and faith grow a little bigger. As we pray and learn to love God more, our seed of faith can grow bigger and bigger. • Discuss how our faith and knowledge of God are like a tiny seed that is planted. God's teachings are "planted" in our hearts and minds. Our faith can grow when we try to learn and understand more about God. We "plant" more seeds that will grow when we share God's love with others. • Experiment with growing seeds and keep a picture, photo or written journal (individually or as a class). Which are the seeds that grow quickly and strongly? • Make a photo story about how seeds grow, and make a similar photo story to show how our love for God can grow. • Discuss different ways that we can help our love for God, our FAITH, to grow. • Create a wall chart or large poster to show ways that our love for God can grow. Paste a picture of Jesus at the middle of the chart or poster and write each of the ways the children come up with on a heart-shaped template and glue these around the picture of Jesus. • Discuss how we can spread the 'seed' of FAITH by 'planting' and showing others how to love. • Ideas for spreading the 'seed' of faith could be written on streamers or strips of paper and glued to connect the heart messages on the wall chart. 	<p>Worship p 156</p> <p>Portfolio activities</p>	<p>Assessment of Learning</p>
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	Communicating	<p>Students complete a Six Thinking Hats Strategy on the Parables:</p> <p>White Hat – what do you know about parables? Yellow Hat – what are the good things about parables? Why do they work? Black Hat – what are the risks in Jesus telling parables? Red Hat – How do I feel when I read parables? Green Hat – can you write your own parable? Blue Hat – what have we learnt so far? What can we do next with this knowledge?</p>	Six Thinking Hats	Assessment of Learning
	Evaluating and Reflecting Teacher reflection and Evaluation	<ul style="list-style-type: none"> • What have you learnt about the Bible in this unit? • What has been a highlight? • What other information would you like to know about the Bible? <p>Students respond in writing.</p> <p>Two stars and a wish</p>  <p>Something I really like... Something I really like... Something I think could be improved. I wish...</p>		