

# Religion Curriculum Inquiry Unit



School:

<b>YEAR LEVEL: FOUR</b>		<b>Term:</b>	<b>Year:</b>
<b>Inquiry / Wondering Question:</b> I wonder what it means to celebrate with Jesus.			
<b>Strands:</b> <b>Beliefs</b> <b>Morality</b> <b>Sacraments</b> <b>Prayer</b>			
<b>Class context/Learners:</b>			
<b>Cross-curricular priorities:</b>			
<b>Key Inquiry Questions:</b> How can we care for God's creation? <i>What was Jesus' law of love and how can I live it?</i> How do I read the Bible? What is a parable and do I know any that Jesus told. <i>What is a ritual?</i> What is the Rite of Confirmation? <i>Why do we celebrate sharing a meal with Jesus?</i> <i>How did Jesus show he cared for all people?</i> Who was St Francis of Assisi? What is the Rosary and why is it important? <i>How can I write my own prayers?</i>		<b>I Wonder:</b> I wonder how I can look after God's creation. <i>I wonder how I can be loving like Jesus wants me to be.</i> I wonder about parables. <i>I wonder how I celebrate.</i> <i>I wonder about the 'Last Supper' and Eucharist.</i> I wonder about the Holy Spirit and the Sacrament of Confirmation. <i>I wonder how Jesus treated people.</i> I wonder about Mary and her special prayers. I wonder if Jesus prayed. <i>I wonder if I can write my own prayers.</i>	



## Knowledge & Understanding...

Jesus loves all people.  
Jesus calls all people to live the law of love.  
“Love God , love others as yourself”  
Living Jesus’ way of life is discipleship.  
ccc459

Our Church remembers, celebrates and gives thanks for the life, death and resurrection of Jesus  
ccc1358 – 1361.

Celebrations include: people gathering, stories told, food shared, leave-taking.

The structure of a religious ritual includes:

Gather  
Listen  
Respond  
Go

The Eucharist is also structured this way.

There are different forms of Christian prayer:  
blessing and adoration,  
petition and intercession,  
thanksgiving and praise. CCC 2644

## Skills...

Identify how Jesus’ new commandment influences people to live as followers of Jesus.

Identify how Christians’ show they are Christians by their love. (e.g. Caritas, St Vinnie’s, Missions)

Identify ways in which people can live the ‘law of love’.

Illustrate their understanding that the Mass is a communal celebration of Christians’ lives in Christ.

Compare the celebration the Mass to other celebrations in their lives.

Name the structure of a Religious Ritual and group aspects of the Mass into this same structure:

gather  
Listen  
Respond  
Go

Identify ways they can be Eucharist to others

Recognise different ways of praying within the Catholic tradition.

Compose, read and pray different types of prayer.

ccc2644

## Identify Scripture to be interpreted:



<b>World Behind the Text</b>	<b>World of the text</b>	<b>World in Front of the Text</b>
<ul style="list-style-type: none"> <li>• Who might have authored, edited and/or translated this text?</li> <li>• Is it the work of an individual or a community?</li> <li>• 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)?</li> <li>• Where in the world is the text set?</li> <li>• What can be learned about the cultural world of the text (e.g. cultural codes, language, customs, beliefs, values, festivals, heroes)?</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• What type of text is this?</li> <li>• Why has the author chosen this text type?</li> <li>• What is the author trying to communicate through the characters' voices?</li> <li>• How do the characters use social language/codes/protocols to their advantage?</li> <li>• What key words or phrases, or interesting, new or difficult ideas need further exploration?</li> <li>• What text features are in the text (e.g. imagery, metaphor, simile, repetition, contrast, symbol)?</li> <li>• Is this text fair?</li> <li>• Who speaks and who is silenced?</li> <li>• What happens in this text?</li> </ul>	<ul style="list-style-type: none"> <li>• What are some of the messages from or about God that contemporary believers can take from this text in their time and place?</li> <li>• For whom might this text be relevant today (e.g. refugees, school communities, marginalised)?</li> <li>• How can this text be re-contextualised to resonate in today's world?</li> <li>• 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/</li> <li>• 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)?</li> </ul>



## Assessment Plan

### 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
<b>Formative</b>  Assessment <i>for</i> Learning	Venn diagram done collectively and possibly individually (Accessing prior knowledge)	Discussion Observation Participation Recording	At the beginning of the unit
<b>Summative</b>  Assessment <i>of</i> Learning	Choose their favourite 'Gathering Song' and paste it into <b>Wordle</b> to create a word cloud which they would then contemplate and analyse. They would create a visual representation to accompany the word cloud. They would then present their work to the class with an insightful explanation.  <b>Invite students to draw or paint their own version</b>	Using a website and creating a word cloud. Visual representation as in painting, drawing, collage, photo collage, photo story.	During the unit





		<p>and get together again soon</p> <p>Activity – Venn Diagram The Venn diagram may be done in one of three ways (or any other creative way)</p> <ol style="list-style-type: none"> <li>1. Create a two circle Venn diagram on a large sheet of chart paper or butcher’s paper collectively as a class</li> <li>2. Create a two circle Venn diagram on a large sheet of chart paper or butcher’s paper, have students reproduce and record the Venn diagram parallel to the one done by the teacher on the chart or butcher’s paper</li> <li>3. Collectively as a class put the words and phrases on word or sentence strips; the Venn diagram may be created with the use of large hoops or large rope tied together or flexible pipe moulded into a circle and fixed with tape</li> </ol> <p>The titles for the two circles would be a) personal gathering, b) Eucharistic gatherings</p> <p>Begin with personal gatherings.....</p> <p>How do we prepare and show our love for family and friends? (Venn Diagram-one side)</p> <ul style="list-style-type: none"> <li>• invitations –correlation between family gathering a church (who, what, when, where, why)</li> <li>• planning</li> <li>• waiting</li> <li>• choosing a gift</li> <li>• choosing music</li> <li>• setting the table</li> <li>• getting ready</li> <li>• preparing food</li> <li>• everyone using their special talents to help</li> <li>• cooperation</li> </ul>	<p>Discussion Observation Participation Collective recording and possible individual recording</p>	<p>Assessment for learning</p>
--	--	--	--	--------------------------------



		<ul style="list-style-type: none"> <li>• sharing food (especially a special cake)</li> <li>• thank you</li> <li>• taking photos</li> <li>• exchanging phone numbers, email addresses and physical addresses in order to be able to visit</li> <li>• promises and plans made to get together soon or possibly go on a vacation together as families</li> </ul> <p>How do we feel when we get an invitation. We are happy we belong to a wonderful family and have friends. How do we remember our gathering in the future? Am I carrying out Jesus' wish that we love one another?</p>		
	<p><b>Finding Out</b></p>	<p>Our Catholic Family; <b>Celebrating with Jesus</b> (other side of Venn diagram)</p> <ul style="list-style-type: none"> <li>• where do we meet or gather <ul style="list-style-type: none"> <li>○ invitations –correlation between family gathering a church (who, what, when, where, why)</li> <li>○ planning</li> <li>○ waiting</li> </ul> </li> <li>• what things do we do together at Mass; how do we interact (responding, singing, sign of peace, communion) <ul style="list-style-type: none"> <li>○ bringing a gift</li> <li>○ participating in music</li> <li>○ setting of the table</li> <li>○ getting ready</li> <li>○ preparing food</li> <li>○ everyone using their special talents to help</li> <li>○ cooperation</li> <li>○ sharing food (Eucharist)</li> <li>○ thank you</li> </ul> </li> </ul>		



		<ul style="list-style-type: none"> <li>• what do we do when we leave <ul style="list-style-type: none"> <li>○ speak to the priest and people on the way out of church</li> <li>○ have a cuppa with our friends</li> <li>○ we promise to live out Jesus' message in our life</li> </ul> </li> </ul> <p><b>Questions to ponder</b></p> <p>How do we feel when we get an invitation and how do we get an invitation to go to Mass (baptism is our invitation).  We are happy we belong to a wonderful Catholic family.  How do we remember our gathering in the future?  Am I carrying out Jesus wish that we love one another?  Who are some people that you see when you go to Mass?  When you are at Mass, what helps you to remember that Jesus is with you?  What do you do at Mass that shows God that you are praying?  Who do you like to talk to about Jesus?  When you go to Mass, can you see a cross that helps us remember Jesus?  When you pray, do you remember to thank God for everything he has given you?</p>		
		<p><b>Resources accessed from:</b>  <a href="http://www.togetheratonealtar.catholic.edu.au">www.togetheratonealtar.catholic.edu.au</a>  'Explore' and 'Receive' strands</p>		
	Sorting Out	<p><b>Teacher Background</b></p> <p><i>The richness of the Eucharistic Prayer is even deeper than that of its history. In those few moments during Mass, whether standing or kneeling, we witness and take part in not only what Jesus gathered with his apostles to do on Holy Thursday but in the very act of salvation that was his death on Good Friday and his resurrection on Easter Sunday. Our faith is strengthened by what we have shared, strengthened to the point of taking this presence of the risen Lord with us into the</i></p>		





		<p><i>world. We are not just observers of a drama unfolding, a meal being remembered, a sacrifice offered in the past. We participate in and partake of the Eucharist in the meal of Holy Thursday, the new Passover, even as we are washed clean with the blood of the Lamb of Good Friday and redeemed by the Resurrection of Easter Sunday. Living The Mass p105</i></p> <p><b>Purposes of the Mass</b> (there are nine, however year four will focus on five)</p> <ul style="list-style-type: none"> <li>• The Mass as a community of believers gathered together.</li> <li>• The Mass is a time to listen and respond to God’s Word.</li> <li>• The Mass is a memorial celebration.</li> <li>• The Mass is a thanksgiving celebration.</li> <li>• The Mass challenges us to go out and live as Jesus would.</li> </ul> <p><b>Celebrating Eucharist with our Catholic Family at Mass</b></p> <p><b>1. We gather (coming together at church)</b></p> <ul style="list-style-type: none"> <li>○ gathering hymn, sign of the cross</li> </ul> <p><b><u>Activity</u></b>  Book: <b><i>Jesus Welcomes You to the Mass</i></b> read p 6 – I’m waiting for you. If children are grappling with the concept of “The Holy Trinity” consider reading the book 3 in 1 (A picture of God) by Joanne Marxhausen. Continue on to read p 9</p> <p>Discuss with students the concepts of Holy Trinity and gathering together at Mass.</p>	<p><b><u>Purposes of the Mass</u></b>  <a href="http://www.togetheratonealtar.catholic.edu.au/uploads/objtn/370BE7D0-0C05-0BC0-06D6D85312740848.pdf">http://www.togetheratonealtar.catholic.edu.au/uploads/objtn/370BE7D0-0C05-0BC0-06D6D85312740848.pdf</a></p> <p><b><u>1. We Gather</u></b>  <a href="http://www.togetheratonealtar.catholic.edu.au/uploads/objtn/370236C3-B5E4-DE42-5304FF97DEE0616A.pdf">http://www.togetheratonealtar.catholic.edu.au/uploads/objtn/370236C3-B5E4-DE42-5304FF97DEE0616A.pdf</a></p> <p><b><u>Jesus Welcomes you to the Mass by Angela M. Burrin</u></b></p> <p>p6 see attached resources  p9 see attached resources</p>	
--	--	--	---	--



	<p>Listen to 2 or 3 gathering songs, looking carefully at the words and their meaning.</p> <p><b>Entrance songs:</b></p> <ul style="list-style-type: none"> <li>• Andrew Chinn <a href="http://www.butterflymusic.com.au/needasong.html#2">http://www.butterflymusic.com.au/needasong.html#2</a></li> <li>• John Burland <a href="http://johnburland.com/John-Burland-religious-song-listing-June%202013.pdf">http://johnburland.com/John-Burland-religious-song-listing-June%202013.pdf</a></li> <li>• Michael Mangan <a href="http://www.litmusproductions.com/index.php/song-search/eucharists.html">http://www.litmusproductions.com/index.php/song-search/eucharists.html</a></li> </ul> <p><b>Invite students to:</b></p> <p>Gather and record information about different ways we gather as a school community beyond the Mass..</p> <p><b>Complete the following activity as a class:</b> Compare the introductory rites of these school gatherings e.g. assembly, morning prayer and compare it with the Introductory Rites of the Mass. Students may consider the following: the purpose, the structure, the use of sensory elements and invitations and responses.</p> <p><b>Assessment</b> Choose their favourite 'Gathering Song' and paste it into <b>Wordle</b> to create a word cloud which they would then contemplate and analyse. They would create a visual representation to accompany the word cloud. They would explain in their own words why they think it is important to gather with others to celebrate Mass. They would then present their work to the class with an insightful explanation.</p> <p><b>2. We listen (to the Word of God)</b></p> <ul style="list-style-type: none"> <li>○ readings, psalm, gospel, homily</li> </ul>	<p><a href="http://www.wordle.net/">http://www.wordle.net/</a></p> <p><b>2. We Listen</b> <a href="http://www.togetheratonaltar.catholic.edu.au/_u">http://www.togetheratonaltar.catholic.edu.au/_u</a></p>	<p><b>Assessment of Learning</b></p>
--	---	---	--------------------------------------



		<p><i>The story about what God has done for us in Jesus is in the Bible. We listen to the Bible so that we might understand how God works in the world and in our lives.</i></p> <p>Read p 16 from <b><i>Jesus Welcomes You to the Mass</i></b>; Your Heavenly Father's Love Letters</p> <p><b>The New Commandment</b>          Arrange to bring a Lectionary to class to demonstrate to students how the readings of the day are set out. Examine a Lectionary and review the reading John 13: 34-35. Discuss the passage and record and illustrate the key message.</p> <p>I wonder if I am doing what Jesus wants me to do?          I wonder how I can become the best person I can be if I listen to and act on these words of Jesus?</p> <p>Invite the students to reflect on the following and to share their thoughts with the class: Describe a homily (probably from a school Mass) that you have heard that really impressed you or touched you in some way. Why do you think it had this effect?</p> <p><b>3. We respond (remembering the Last Supper)</b></p> <ul style="list-style-type: none"> <li>○ Eucharistic Prayer, communion; Recalling Jesus' words and actions at the Last Supper-brings his presence to fruition. Living the Mass p99</li> <li>○ Giving praise and thanksgiving to God</li> <li>○ Introduction to 'The Passover'</li> </ul> <p>The principle elements of the Eucharistic Prayer provide the</p>	<p><a href="https://www.biblegateway.com/passage/?search=John+13%3A34-35&amp;version=NIV">ploads/objtn/37030436-DFBF-A079-FF185F73A30C22E3.pdf</a></p> <p>p 16 see attached resources</p> <p><a href="http://www.biblegateway.com/passage/?search=John+13%3A34-35&amp;version=NIV">http://www.biblegateway.com/passage/?search=John+13%3A34-35&amp;version=NIV</a></p>	
--	--	---	--	--



		<p>faithful with a clear focus of what Jesus wants us to do in his memory-namely, remember, celebrate, give thanks, and believe. Living the Mass p94</p> <p><b><u>Activity</u></b>  Read p 24 from, 'Jesus Welcomes You to the Mass' –Do This in Memory of Me.  Use the following ideas with the students to deepen their understanding of the story of the Last Supper.</p> <ul style="list-style-type: none"> <li>• Have students view the images of the last supper.</li> <li>• It may be beneficial to view the clip –How to interpret a painting  <a href="http://www.ehow.com/video_4953732_interpret-painting.html">http://www.ehow.com/video_4953732_interpret-painting.html</a> (1.11) and Art Appreciation: The Story of the Last Supper  <a href="http://www.ehow.com/video_4953736_art-appreciation-story-the-last.html">http://www.ehow.com/video_4953736_art-appreciation-story-the-last.html</a> (1.50)</li> <li>• Use the “Art Analysis Guide” from A-Z Strategies</li> <li>• Using simple props (a table, figurines, wine cup, bread), tell the story of the Last Supper from the texts included in the teacher notes (see link). <b>Discuss with students what they might have seen, heard, tasted, felt and smelled if they had been at the last Supper with Jesus and his disciples(do a class chart).</b>  Discuss the food they may have eaten, what they might have spoken about, what hymn they may have sung. Leave props set up.</li> <li>• Explain to students the origin of ‘The Passover’ read information from supporting content-teacher’s notes-The Passover (If students are interested explore the link to video clips on making bread)</li> <li>• Using the props from dot point two-Make a visual link</li> </ul>	<p>p 24 see attached resources</p> <p><b><u>Images of the Lord’s Supper</u></b>  <a href="http://www.togetheratonealtar.catholic.edu.au/uploads/objtn/37076992-CF07-E48D-A6C2A32E3649C045.pdf">http://www.togetheratonealtar.catholic.edu.au/uploads/objtn/37076992-CF07-E48D-A6C2A32E3649C045.pdf</a></p> <p><b>Book-Food at the Time of Jesus</b></p> <p><b><u>The Passover</u></b>  <a href="http://www.togetheratonealtar.catholic.edu.au/uploads/objtn/370B404A-DB67-475D-2ACAF05C9FE62688.pdf">http://www.togetheratonealtar.catholic.edu.au/uploads/objtn/370B404A-DB67-475D-2ACAF05C9FE62688.pdf</a></p> <p><b>Book: Food At The</b></p>	
--	--	---	--	--



		<p>to the Eucharist by then changing the Last Supper scene into a Mass setting by moving the disciples to form the congregation, in front of the table/altar, leaving Jesus behind the altar and placing a board with a cross on it behind the altar.</p> <ul style="list-style-type: none"> <li>• Discuss with students what the scene now looks like and how each component comes together in Mass-the Priest is Jesus and he does the same actions and words Jesus did, we call the table an altar, the people who go to Mass (the community) are the disciples celebrating together. <b>Discuss with students what they see, hear, taste, feel and smell at Mass.</b></li> </ul> <p>Organise the students into three groups (reflecting the recounts of the three synoptic gospels - see link) to perform a role-play of the Last Supper for the class. Use costumes, a cup, bread and a low table and cushions. Have a student narrate while the others in the group do the acting.</p> <p><b><u>Assessment</u></b> Students draw or paint their own version of the Last Supper. They will provide the following information: title; artist; explain how Jesus is depicted; name who is present; describe what is happening; and consider how well the image portrays Jesus showing the apostles how they can remember him. Present your work to the class and include these details.</p> <p><b>4. We go (leaving with the promise to make the world a better place)</b> As we leave the church, we carry the presence of God in our soul and our actions help others see Jesus' presence in the world. <i>'Living the Mass'</i> p101</p> <p><b><u>Activity</u></b></p>	<p><b>Time of Jesus</b></p> <p><b><u>The Lord's Supper</u></b> <a href="http://www.togetheratonealtar.catholic.edu.au/uploads/object/370F4CE7-AEA2-8D99-59E406DCE15161EF.pdf">http://www.togetheratonealtar.catholic.edu.au/uploads/object/370F4CE7-AEA2-8D99-59E406DCE15161EF.pdf</a></p> <p>painting, drawing, recording, analysing</p> <p>p 34</p>	<p><b>Assessment of learning</b></p>
--	--	--	---	--------------------------------------



		<p>Read p 34 from ‘<i>Jesus Welcomes You to the Mass</i>’ – Tell Others About Me!</p> <p>What we can do when we leave Church</p> <ul style="list-style-type: none"> <li>• acknowledge the presence of others, especially at home and at work</li> <li>• be present to those people we love</li> <li>• recognise God’s presence in all people and in all things</li> <li>• be a person of gratitude, going out of our way to thank others for small things</li> <li>• live in gratitude, thankful for all the blessings we have</li> <li>• bring Jesus’ presence to others, be a God Moment</li> <li>• remind ourselves and others of God’s great love for us</li> <li>• offer our daily lives to God (MJR Prayer)</li> </ul> <p><b><u>Assessment</u></b></p> <p>Acrostic Poem –<b>EUCHARIST</b> on at least an A3 sheet</p> <ul style="list-style-type: none"> <li>• <b>Phrases</b> that demonstrate understanding rather than just a word</li> <li>• Have students draw a 2 cm border around the drawing, the border must be representative of the topic (this could include words, drawings etc...</li> </ul>	<p><b>Making Jesus Real (MJR)</b>  <b>The Virtues Project Educator’s Guide (p195-196, 225-226) and the Virtues Cards- Reminders of the gift of Character</b></p> <ul style="list-style-type: none"> <li>• thankfulness</li> <li>• love</li> </ul>	<p><b>Assessment of Learning</b></p>

	<p><b>Communicating</b></p>	<p>The prayer Jesus taught us “Our Father”</p> <p>Writing our own prayer of thanksgiving</p>	<p>Learning Links to Prayer p30-34</p>	<p>Assessment as Learning</p>
--	-----------------------------	--	--	-------------------------------



		<p>Organising and celebrating a prayer ritual with the four parts:</p> <ul style="list-style-type: none"> <li>• <b>We gather</b> (date, time, place, invitations)</li> <li>• <b>We listen</b> ( use scripture from unit-love one another)</li> <li>• <b>We respond</b> (what do we have to offer a small gift made to hand out, have a cake or loaf of bread that is cut up to represent how the Body of Christ is broken up for Communion;)</li> <li>• <b>We go</b> (How do we become better people by celebrating together)</li> </ul>		
	<p><b>Evaluating and Reflecting</b></p>	<p>Students reflect on their assessment pieces and possibly present and explain to parents or carers after the celebration.</p> <p>They could possibly present their assessment pieces in a buddy activity with another grade. Explaining the process is an indication of higher order thinking and understanding.</p> <p><b>Teacher Evaluation</b></p> <p>What has been most successful about this unit?  Where the activities accessible to all students including technology activities?  Was it possible to involve the families in the unit either during or at the end with the celebration?  What could be improved?</p>		

