

Religion Curriculum Unit: What happened at Easter?

Notes for this Resource

This resource is intended as a unit of work to be implemented after the Lenten Unit which allowed the students to explore and become familiar with the events of Holy Week from Palm Sunday to the crucifixion. Teachers may have to revise these events with students before moving to the events of the Resurrection on Easter Sunday.

Teachers are reminded that this Easter Unit is an exemplar resource that models the linear teaching of content according to the Achievement Standards for all Levels.

As always, you are expected to engage with the suggestions this resource contains, make choices and adapt and apply the activities to suit your own school situation.

There are a number of activities listed in this unit for students in year levels from Prep-Yr 10. Teachers are invited to talk with their colleagues to choose which activities are most appropriate for particular students and year levels.

In determining the content to teach you must first decide on the Achievement Standard you wish to demonstrate and choose teaching and learning activities that will teach the content required for achievement of the Standard.

When time is limited, your guiding principle is, as it is with all good education, less content, taught more richly and deeply.

Quantity should never supersede quality¹.

¹ Dr Margaret Carswell



Suggestions for Staff meeting on the content and focus of this unit.

Using the Worlds of the Text with 3 keys for Meaning.

Begin with the text - World of the Text

- Read the text from the bible and identify its literary form. Knowing its literary form directs you to the kind of truth it carries and, therefore, how you are to interpret what you read.²
- look at where the story occurs in the whole of the Gospel.

Look behind the Text - Worlds behind the Text

- when reading the text identify words, practices, places etc that will help develop an understanding of the time the author wrote and the time the author was writing about.

Use three keys for meaning - World in Front of the Text

- 3 Keys for Meaning
 - What is the author trying to say about :
 - ◆ 1 God
 - ◆ 2 People
 - ◆ 3 Our ideal world³



Keys can be purchased from: <https://www.frenchknot.com.au/products.php?c=&p=5344>

Resources Note:

Understanding Faith Website is a subscription only website (<https://understandingfaith.edu.au/>) . However a free 30-day trial is available for all schools and colleges to access the links in this unit. Schools can then decide whether to commit to a full subscription.

Learning Links books can be purchased through Lumino Press <https://www.luminopress.com.au/publications>

A Friendly Guide books can be purchased through Garrett Publishing

"The Bible Doctor" website developed by Dr Margaret Carswell <http://www.thebibledoctor.com/>

² Dr Margaret Carswell

³ Carswell



Active Reading Skills

(Learning Links to Parables and Miracles p 17)

Ask Questions

Who is involved?
What are they doing? Why?
What do they really want? Why?
What is the situation or the problem?
Who is telling the story? Why?
How is the story constructed? Why?
What is the source of the tension?

Make Connections

I wonder why
What caused
I think
This is similar to ...
This is important because ..
What do they mean by
What I find confusing is ...
What will happen next is
I can relate to this because

Predict

What will happen next?
Why do you think that?
What effect will that have on the story
or the characters?

Summarise

What happened?
What is essential to tell?
What was the outcome?
Who was involved?
Why did this happen?
Is that a detail or essential information?

Clarify

Ask questions.
Re-read what you do not understand.

Synthesise

Three important points are
These are important because ...
What comes next
The author wants us to think ...
What interested me most was
This means that



2019 : Yr C	Term: 2	Weeks: 1-2	Years: Prep - 10
<p>Knowledge & Understanding...</p> <p>Prep - Yr 2 Students know:</p> <ul style="list-style-type: none"> ● Jesus died in Jerusalem (CCC 423, 495, 533) ● Jesus made God’s love present on earth through his actions, words and gestures. ● the world reflects the presence and goodness of God.(CCC 1145, 1147) ● the story of the first Easter from Luke’s Gospel. ● that Easter is the story of Jesus death and resurrection ● that the Church celebrates Jesus’s life through special seasons in a liturgical year. <p>Yrs 3- 6 Students know:</p> <ul style="list-style-type: none"> ● The Christian scriptures teach about Jesus. ● Jesus lived and preached a message of hope. (CCC 1817-1819) ● Narratives about Jesus are found in the Gospels. ● the Bible’s referencing system is structured according to book, chapter and verse. ● Our Church remembers, celebrates and gives thanks for the life, death and resurrection of Jesus. (CCC 1358-1361) ● The church celebrates Jesus’ life, death and resurrection in the many feasts and seasons of the liturgical year. <p>Yrs 7-10 Students know:</p> <ul style="list-style-type: none"> ● The Incarnation and Resurrection of Jesus are foundational beliefs of Christianity ● The resurrection of Jesus is the heart of the Christian faith 		<p>Skills...</p> <p>Prep-Yr 2 Students</p> <ul style="list-style-type: none"> ● recall simple stories about Jesus and his actions towards others. ● know a narrative tells a story and retell a narrative. ● display a sense of wonder and awe of the world. ● recall and retell the story of Jesus’ resurrection from Luke’s gospel.. <p>Yrs 3-6 Students:</p> <ul style="list-style-type: none"> ● Begin to analyse gospel stories by drawing on a growing knowledge of the cultural context in which the Gospel were written. ● Locate geographical places associated with Jesus and the Holy Land. ● become familiar with and identify some features of text organization- namely book, chapter, verse ● wonder about the scripture of the story of Emmaus. Luke 24:13-35 ● Name the liturgical season of Easter and name the colour used by the Church for Easter. - white <p>Yrs 7-10 Students:</p> <ul style="list-style-type: none"> ● Use scripture to discern how the early Christian community understood the Resurrection of Jesus as the beginning of a new creation. ● Reflect critically on the meaning of the Life, death and resurrection of Jesus in lives today. 	



- the Bible writers drew on the oral tradition and the writings of others to compile their works.
- The New Testament writers wrote for particular communities
- Prayerful reading of the Scripture leads us to discover and know ourselves more deeply as to develop our relationship with God.

- Formulate ideas about the relevance and consequences of these foundational beliefs for Christian believers today.
- identify various genres in the Bible
- discuss the challenges that faced the writers and audiences of the New testament.

Year Level Achievement Standards:

Prep

Students know who Jesus is and recall simple key concepts and stories about Jesus' life. Students respond to a simple retelling of events in Holy Week. Students recognise that the Bible is a special book that is treated with respect.

Yr 1

Students recall scripture stories of Jesus' birth, death and resurrection.

Students recall biblical information about Jesus and how he cared for people

Yr 2

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, and transport.

By the end of year two, students recall scripture that shows Jesus as loving and just

Yr 3

They name significant people, places, events and stories from the Gospels. They identify cultural aspects that assist them to understand Jesus' life and teachings.

Students respond to stories of Jesus by relating them to their own lives

Yr 4

Students locate texts within the Bible by book, chapter and verse. Students identify and reflect upon key parables from the New Testament.

Yr 5

Students read, recall and wonder about key healing miracles and how Jesus responded to people in need in first century Palestine. Students examine the Bible and identify Biblical texts such as narratives, parables and miracles. They locate the lands of the Bible and name some significant geographical locations in Jesus' time.

Yr 6

They listen, read, and recount key scripture that tells of the early Christian communities.

Students research key figures in the Bible, for example, Peter.



Yr 7

By the end of year seven students will describe the structure and identify some of the genres of the Bible. They examine some of the social and cultural practices of Judaism in the time of Jesus and express personal interpretations of Jesus as teacher and healer

Yr 8

By the end of Year Eight students research people from the Bible who have been transformed by their encounter with God.

Yr 9

Students demonstrate their understanding of the Christian teaching of Jesus overcoming death in the resurrection.

Yr 10.

Students ask the question 'who is Jesus' in light of the Paschal Mystery, scripture, the Incarnation and the resurrection of Christ.

Scripture that will be the focus: Luke 24: 1-12, 13-35

CEV Translation (The Contemporary English Version is approved by the Australian Bishops Conference for Children's Liturgies)

***1** Very early on Sunday morning the women went to the tomb, carrying the spices that they had prepared. **2** When they found the stone rolled away from the entrance, **3** they went in. But they did not find the body of the Lord[a] Jesus, **4** and they did not know what to think.

Suddenly two men in shining white clothes stood beside them. **5** The women were afraid and bowed to the ground. But the men said, "Why are you looking in the place of the dead for someone who is alive? **6** Jesus isn't here! He has been raised from death. Remember that while he was still in Galilee, he told you, **7** 'The Son of Man will be handed over to sinners who will nail him to a cross. But three days later he will rise to life.' " **8** Then they remembered what Jesus had said.

9-10 Mary Magdalene, Joanna, Mary the mother of James, and some other women were the ones who had gone to the tomb. When they returned, they told the eleven apostles and the others what had happened. **11** The apostles thought it was all nonsense, and they would not believe.

12 But Peter ran to the tomb. And when he stooped down and looked in, he saw only the burial clothes. Then he returned, wondering what had happened.* **shorter form for Prep-yr2**

¹³ That same day two of Jesus' disciples were going to the village of Emmaus, which was about seven miles from Jerusalem. ¹⁴ As they were talking and thinking about what had happened, ¹⁵ Jesus came near and started walking along beside them. ¹⁶ But they did not know who he was.

¹⁷ Jesus asked them, "What were you talking about as you walked along?"

The two of them stood there looking sad and gloomy. ¹⁸ Then the one named Cleopas asked Jesus, "Are you the only person from Jerusalem who didn't know what was happening there these last few days?"

¹⁹ "What do you mean?" Jesus asked.



They answered:

Those things that happened to Jesus from Nazareth. By what he did and said he showed that he was a powerful prophet, who pleased God and all the people. ²⁰ Then the chief priests and our leaders had him arrested and sentenced to die on a cross. ²¹ We had hoped that he would be the one to set Israel free! But it has already been three days since all this happened.

²² Some women in our group surprised us. They had gone to the tomb early in the morning, ²³ but did not find the body of Jesus. They came back, saying that they had seen a vision of angels who told them that he is alive. ²⁴ Some men from our group went to the tomb and found it just as the women had said. But they didn't see Jesus either.

²⁵ Then Jesus asked the two disciples, "Why can't you understand? How can you be so slow to believe all that the prophets said?" ²⁶ Didn't you know that the Messiah would have to suffer before he was given his glory?" ²⁷ Jesus then explained everything written about himself in the Scriptures, beginning with the Law of Moses and the Books of the Prophets.

²⁸ When the two of them came near the village where they were going, Jesus seemed to be going farther. ²⁹ They begged him, "Stay with us! It's already late, and the sun is going down." So Jesus went into the house to stay with them.

³⁰ After Jesus sat down to eat, he took some bread. He blessed it and broke it. Then he gave it to them. ³¹ At once they knew who he was, but he disappeared. ³² They said to each other, "When he talked with us along the road and explained the Scriptures to us, didn't it warm our hearts?" ³³ So they got right up and returned to Jerusalem.

The two disciples found the eleven apostles and the others gathered together. ³⁴ And they learned from the group that the Lord was really alive and had appeared to Peter. ³⁵ Then the disciples from Emmaus told what happened on the road and how they knew he was the Lord when he broke the bread.

Good News Translation (This translation is in the **Breakthrough Bible** used by many schools in our Diocese)

***1.** Very early on Sunday morning the women went to the tomb, carrying the spices they had prepared. **2.** They found the stone rolled away from the entrance to the tomb, **3** so they went in; but they did not find the body of the Lord Jesus. **4** They stood there puzzled about this, when suddenly two men in bright shining clothes stood by them. **5** Full of fear, the women bowed down to the ground, as they said to them, "Why are you looking among the dead for one who is alive? **6** He is not here; he has been raised. Remember what he said to you while he was in Galilee: **7** "The Son of Man must be handed over to sinners, be crucified, and three days later rise to life."

8 Then the women remembered his words, **9** returned from the tomb, and told all these things to the eleven disciples and all the rest. **10** The women were Mary Magdalene, Joanna, and Mary the mother of James; they and the other women with them told these things to the apostles. **11** But the apostles thought that what the women said was nonsense, and they did not believe them. **12** But Peter got up and ran to the tomb; he bent down and saw the grave cloths but nothing else. Then he went back home amazed at what had happened.* **shorter form for Prep-yr2**



13 On that same day two of Jesus' followers were going to a village named Emmaus, about seven miles from Jerusalem, **14** and they were talking to each other about all the things that had happened. **15** As they talked and discussed, Jesus himself drew near and walked along with them; **16** they saw him, but somehow did not recognize him. **17** Jesus said to them, "What are you talking about to each other, as you walk along?" They stood still, with sad faces. **18** One of them, named Cleopas asked him, "Are you the only visitor in Jerusalem who doesn't know the things that have been happening there these last few days?"

19 "What things?" he asked.

"The things that happened to Jesus of Nazareth," they answered. "This man was a prophet and was considered by God and by all the people to be powerful in everything he said and did. **20** Our chief priests and rulers handed him over to be sentenced to death, and he was crucified. **21** And we had hoped that he would be the one who was going to set Israel free! Besides all that, this is now the third day since it happened. **22** Some of the women of our group surprised us; they went at dawn to the tomb, **23** but could not find his body. They came back saying they had seen a vision of angels who told them that he is alive. **24** Some of our group went to the tomb and found it exactly as the women had said, but they did not see him."

25 Then Jesus said to them, "how foolish you are, how slow you are to believe everything the prophets said! **26** Was it not necessary for the messiah to suffer these things and then enter his glory?" **27** And Jesus explained to them what was said about himself in all the Scriptures, beginning with the books of Moses and the writings of all the prophets.

28 As they came near the village to which they were going, Jesus acted as if he were going farther; **29** but they held him back, saying, "Stay with us; the day is almost over and it is getting dark." So he went in to stay with them. **30** He sat down to eat with them, took the bread, and said the blessing; then he broke the bread and gave it to them. **31** Then their eyes were opened and they recognised him, but he disappeared from their sight.

32 They said to each other, "Wasn't it like a fire burning in us when he talked to us on the road and explained the Scriptures to us?"

Good News Bible Translation Copyright © 1992 by American Bible Society Used with permission.

New Revised Standard Version Catholic Edition (NRSVCE) (This is the translation in **The Catholic Youth Bible**.)

But on the first day of the week, at early dawn, they came to the tomb, taking the spices that they had prepared. **2** They found the stone rolled away from the tomb, **3** but when they went in, they did not find the body. **4** While they were perplexed about this, suddenly two men in dazzling clothes stood beside them. **5** The women were terrified and bowed their faces to the ground, but the men said to them, "Why do you look for the living among the dead? He is not here, but has risen. **6** Remember how he told you, while he was still in Galilee, **7** that the Son of Man must be handed over to sinners, and be crucified, and on the third day rise again." **8** Then they remembered his words, **9** and returning from the tomb, they told all this to the eleven and to all the rest. **10** Now it was Mary Magdalene, Joanna, Mary the mother of James, and the other women with them who told this to the apostles. **11** But these words seemed to them an idle tale, and they did not believe them. **12** But Peter got up and ran to the tomb; stooping and looking in, he saw the linen



cloths by themselves; then he went home, amazed at what had happened. **Shorter form for Prep-Yr 2**

13 Now on that same day two of them were going to a village called Emmaus, about seven miles from Jerusalem, **14** and talking with each other about all these things that had happened. **15** While they were talking and discussing, Jesus himself came near and went with them, **16** but their eyes were kept from recognizing him. **17** And he said to them, “What are you discussing with each other while you walk along?” They stood still, looking sad. **18** Then one of them, whose name was Cleopas, answered him, “Are you the only stranger in Jerusalem who does not know the things that have taken place there in these days?” **19** He asked them, “What things?” They replied, “The things about Jesus of Nazareth, who was a prophet mighty in deed and word before God and all the people, **20** and how our chief priests and leaders handed him over to be condemned to death and crucified him. **21** But we had hoped that he was the one to redeem Israel. Yes, and besides all this, it is now the third day since these things took place. **22** Moreover, some women of our group astounded us. They were at the tomb early this morning, **23** and when they did not find his body there, they came back and told us that they had indeed seen a vision of angels who said that he was alive. **24** Some of those who were with us went to the tomb and found it just as the women had said; but they did not see him.” **25** Then he said to them, “Oh, how foolish you are, and how slow of heart to believe all that the prophets have declared! **26** Was it not necessary that the Messiah should suffer these things and then enter into his glory?” **27** Then beginning with Moses and all the prophets, he interpreted to them the things about himself in all the scriptures.

28 As they came near the village to which they were going, he walked ahead as if he were going on. **29** But they urged him strongly, saying, “Stay with us, because it is almost evening and the day is now nearly over.” So he went in to stay with them. **30** When he was at the table with them, he took bread, blessed and broke it, and gave it to them. **31** Then their eyes were opened, and they recognized him; and he vanished from their sight. **32** They said to each other, “Were not our hearts burning within us while he was talking to us on the road, while he was opening the scriptures to us?” **33** That same hour they got up and returned to Jerusalem; and they found the eleven and their companions gathered together. **34** They were saying, “The Lord has risen indeed, and he has appeared to Simon!” **35** Then they told what had happened on the road, and how he had been made known to them in the breaking of the bread.

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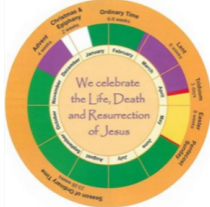



Learning and Teaching Sequence

No	Activity/Experience/Differentiation	Resources ICLTs	Assessment
1	<p>Tuning In Prep-yr 3 Ask the students:</p> <ul style="list-style-type: none"> • What did you do over the holidays? • Was there anything different? Did you go anywhere? • How did you celebrate Easter? • Did you receive any gifts for Easter? Did you receive or see Easter eggs? • I wonder which types, colours and designs you like best? - have some examples or ask them describe the patterns, colours and type of egg. • I wonder why we give Easter eggs at Easter? Allow 'Wondering " time <p>Students could draw a picture of their family celebrating Easter leaving space for those children who would like to add text. Drawings could be gathered and put into a class book "This is how we celebrated Easter."</p> <p>All primary students Ask the students:</p> <ul style="list-style-type: none"> • Did anyone go to a church during the Easter holidays ? • What did you see or hear at the church that showed the celebration of Easter? <p><i>Teacher background:</i> https://primary.understandingfaith.edu.au/ash-wednesday-pentecost-easter-story/04/07/</p> <p>Show photos (or google images) from your local church -</p> <ul style="list-style-type: none"> • This is what I saw ... flowers, banners, posters, different colours – no purple – whites and yellows and gold ... Easter eggs, smiling faces • This is what I heard – songs with the word "Alleluia" • This is how I felt – happy, joyful, excited, <p>Model a Y-chart of your responses for the students</p>	<p>Photos</p> <p>A recording of a hymn from church</p>	<p>Formative Assessment For Learning</p> <p>Drawing "My Family celebrating Easter"</p>



Learning and Teaching Sequence

No	Activity/Experience/Differentiation	Resources ICLTs	Assessment
2	<p>All students As we start a new term, let us look at our prayer space/ table. Dismantle the Lenten prayer space, reviewing the significance of the objects in the process.</p> <ul style="list-style-type: none"> Who remembers the colour of Lent? I wonder what colour is used for the Easter season. (Direct students to the colour white) I wonder what should be put in the prayer space for Easter. (White cloth, colourful resurrection crosses (may be made during an art lesson) white candle with gold (e.g. gold hair ties), objects that bring joy, flowers) <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>Appoint a couple of students each week or fortnight to be “Keepers of the prayer space” – task is to ensure that the prayer space is treated with reverence – clean, tidy and ready for use.</p>	<p>White cloths Resurrection cross White candle Flowers</p>	
3	<p>For older students: This could be a good time to review the five specific seasons in the Church’s calendar: Lent, Easter, and Ordinary Time, Advent, Christmas.</p> <ul style="list-style-type: none"> What do you already know about the liturgical seasons of the Church? <p>Find an appropriate diagram of the liturgical year to show the students. One similar to this one would be good as it shows the cyclical aspect of the liturgical year.</p> <p>The document ‘Learning about the Liturgical Seasons and Days’ from Brisbane Catholic Education is helpful. http://rokreligiouseducation.com/wp-content/uploads/2015/11/Learning-about-the-Liturgical-Seasons-and-Days-1.pdf</p> <p>The students could research and write about the liturgical season of Easter; include information on its symbols, colour, celebrations and ceremonies, significant events, the gospel readings used, personal experiences, etc.</p>	<p>Together at one altar</p>  	<p>Assessment for learning</p>



	<p>Resources that could assist include: Together at one Altar http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=35</p> <p>For secondary students: The seasons of the Church's year' - https://secondary.understandingfaith.edu.au/celebrating-liturgical-cycle/04/01/</p>		
4	<p>For all students: If your class can visit a Catholic church, look for the Easter candle. Notice how it is decorated. Go to the Website http://www.resourcemelb.catholic.edu.au/ and look under the Worship title in the Banner there you will find videos on:</p> <ul style="list-style-type: none"> • The symbols of Easter http://www.resourcemelb.catholic.edu.au/object.cfm?o=123 • The Easter Candle http://www.resourcemelb.catholic.edu.au/object.cfm?o=149 • A short Easter prayer http://www.resourcemelb.catholic.edu.au/_uploads/rspga/worship/easter07/prayer.pdf <p>Discuss the lighting of the Paschal candle at the Easter Vigil and how each person present also lights a small candle. Remind them of the candle each baptised person receives.</p> <p>Make a class Paschal Candle as a reminder of the candle in the church. Ask the students to draw an Easter candle with the symbols – Alpha and Omega, the year and the cross. They could also draw the five grains of incense.</p> <p>Alternatively, you could 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 glued onto the cylinder.</p>		
5	<div style="border: 1px solid black; padding: 5px;"> <p>Teacher Background - The Gospel according to Luke The author is a certain Luke, whom patristic writers identify as a companion of Paul. The texts that Luke wrote indicate that he was a highly educated person, influential in the early church and aware of geography and history. The date widely favoured at which Luke's Gospel was written is around A.D. 80. He is writing a narrative with features like characters, setting and plot, so that it is important to read and follow the story through introduction, conflict, climax and resolution.⁴ He is a gifted storyteller and relates events in</p> </div>		

⁴ R.T France *Teach the Text commentary Series Luke*. Baker Books, Grand Rapids Michigan, 2013. p. 7



sequence. The development of the plot itself has a persuasive force. We must seek Luke's meaning through the movement of the story. It is of primary importance to locate where something occurs in Luke's narrative.⁵ Luke's readers were Greek -speaking and sufficiently acquainted with scriptural traditions to grasp many of his allusions. They were also Christian and Gentiles. His use of Greek is among the finest in the New Testament and he is well versed in Greco-Roman literary style.

See also Margaret Carswell's explanation of Luke at http://www.thebibledoctor.com/uploads/2/3/7/5/23753282/luke_poster.pdf

Words in the text:

Tomb: Burial practices in first century Palestine

<https://www.bibleodyssey.org/en/people/related-articles/burial-practices-in-first-century-palestine>

Jewish mourning rites: <https://www.myjewishlearning.com/category/mourn/>

Disciples: an apprentice or pupil attached to a teacher, a follower of Jesus, often a large group including both his closest associates (the Twelve) and a larger number who followed with varying positive responses.

Apostles: In the NT the term is commonly associated with the special inner circle of Jesus' disciples, chosen and commissioned by him to accompany him during his ministry, to receive his instructions and observe his actions and to follow his instructions.

Galilee: The region of northern Palestine. Galilee constitutes the area in which Jesus conducts the major part of his ministry. His youth and early ministry took place in Nazareth in Lower Galilee; much of his public ministry was located at the northwestern end of the Sea of Galilee, at Capernaum, which was known as Jesus' own city. Galilee is also the area in which Judaism assumed its definitive form, ultimately producing the Mishnah and the Palestinian Talmud there.

Grave cloths:- Preparation for Burial- as soon as the individual expired, the eldest son or nearest relative present would close the eyes of the deceased. the mouth was bound shut, the body washed and then anointed with aromatic ointments and then wrapped in cloth, usually linen, although individuals of high rank would frequently be clothed in fine garments.

Emmaus: a town of disputed location that figures in the post resurrection story of Luke 24:13-35

Jerusalem: is referred to by name over eight hundred times in the Hebrew Bible and New Testament. In many traditions, Jerusalem's Temple Mount was pictured as the highest spot on earth. Three times a year, all male Israelites were to make pilgrimage to Jerusalem.

⁵ L.T. Johnson. *Sacra Pagina The Gospel of Luke*. The Liturgical Press, Collegeville, Minnesota, 1991, p4



<p>Prophets: In the Old Testament, prophets were referred to a ‘anointed ones’. Anointing was used in order to consecrate them to the task of proclaiming the word of the Lord.</p> <p>Angels: Angels had many functions. They praised God, served as God’s messengers to the world, watched over God’s people and where sometimes instruments of God’s judgement. There is some ambiguity about what form these messengers take, exactly what type of beings they are, and just what their relation to God is.</p> <p>Messiah: the ‘anointed one’. the Redeemer who is spoken of by the prophets of the Old Testament and whose mission is to bring salvation to Israel and the whole world.</p>		
<p>Prep-yr2 The road to Emmaus animated story https://www.youtube.com/watch?v=bwrX9Fm23w4</p> <p>Yrs 3-10 The Road to Emmaus animated story and commentary http://www.togetheratonealtar.catholic.edu.au/explore/dsp-content.cfm?loadref=17</p> <p>Yrs 3-10 Live action trailer video clip of the road to Emmaus https://www.youtube.com/watch?v=cXppKdV0U0</p> <p>All primary students Prepare to read/listen to the story of Easter from Luke’s Gospel (Lk 24:1-12) There are some questions that might help you and your students as you focus on the text. There are many responses that could be added. See teacher background information for responses Who wrote the text? Who is the author? Please note - if younger students are having difficulty interpreting passages, practice this skill with simple picture stories. An interpretive question such as ‘What do you think the author is trying to tell us or say about...?’⁶ Who is the audience for the text? When was the text written? Where does the text take place? What type of text is it? Who are the characters in the text?</p>		<p>Assessment for/of Learning</p>

⁶ Dr Margaret Carswell



	<p>Secondary students</p> <p>In small groups study parallel Synoptic Gospel accounts of the Resurrection (Mk 16:1-8, Mt 28:1-10, Lk 24:1-12). Focus on how each community has responded to the resurrection experience. Look at such features as:</p> <p>who was the author of the text, when was it written, who was the audience of the text, what happened in the text, when did it happen, but where did it occur and how did people respond. - List five common factors found in all three Gospel accounts. - List at least five differences in the accounts. - List at least three main points that were important to the evangelists and that they all agree on, despite the differences in detail.</p> <p>Ask students to suggest explanations for similarities and differences. - Summarise the responses of disciples to the Resurrection. - What was the significance of the Resurrection? - What is its significance today?</p> <p>'Resurrection Accounts in Matthew - https://secondary.understandingfaith.edu.au/the-gospels/06/02/ Mark - https://secondary.understandingfaith.edu.au/the-gospels/06/03/ Luke - https://secondary.understandingfaith.edu.au/the-gospels/06/04/</p>		
7	<p>Yrs 3-6 and secondary students</p> <p>The Empty Tomb</p> <p>Using their bibles, students reread Luke 24: 1-12 and answer the following questions using the outline as set out in Learning Links to Easter p 25</p> <p>Who went to the tomb? When did they go to the tomb? Why did they go to the tomb? What happened at the tomb? What did they do afterwards?</p>	<i>Learning Links to Easter p 25</i>	assessment of learning
8	<p>Yrs 3-6 students</p> <p>Four Quarter Story Card</p> <p>Using the Four Quarter Story Card strategy, students reread Luke 24: 1-12 or Luke 24: 13-35 and complete the following</p> <p>Write the title and author of the story in the first quarter. Include an illustration. Draw the characters and write their names in the second quarter. Draw the setting of the story and describe it in the third quarter. Outline the plot in the fourth quarter.</p>	<i>Learning Links to The Gospels p 32</i>	



9	<p>Yrs 3-6 and secondary students Story Organiser Using their bibles, students reread Luke 24: 1-12 or Luke 24: 13-35 and then use the Story Organiser template to answer the following questions Who is involved? Where did this happen? What happened? When did this happen? How is this story told? From whose perspective? Why did the author tell this story? Luke's Gospel in Context - Who, What, Where, When, Why (information and quiz) - https://secondary.understandingfaith.edu.au/new-testament-studies/04/03/</p>	<p><i>Learning Links to Jesus p 40</i></p>	
10	<p>All students Story Wheel Using their bibles, students reread Luke 24: 1-12 or Luke 24: 13-35 and then use the Story Wheel template to answer the following questions Who is involved? Where did this happen? What happened? When does the action take place? How is this story told? Why did the author tell this story?</p>	<p><i>Learning Links to Story in Religious Education p 29</i></p>	
11	<p>Yrs 3-6 and secondary students Character Circle Using their bibles, students reread Luke 24: 1-12 or Luke 24: 13-35 and then use the Character Circle strategy to respond Choose a character from a story. Write the character's name in the inner circle. In the shaded sections, write some things your character does. In the outer segments, say what your character is like and what you think of this character.</p>	<p><i>Learning Links to Parables and Miracles p 12</i></p>	
12	<p>Prep-Yr 2 Story Jigsaw/Jigsaw summary Students reread Luke 24: 1-12 or Luke 24: 13-35 (younger students may listen to the scripture passages). Using a jigsaw template (maybe 6 - 8 pieces e.g. Jigsaw summary p 78 <i>Into the Deep</i>), students are asked to write or draw the key events of the story. After the jigsaw is finished, students then cut along the lines to make a jigsaw. Place jigsaw pieces in an envelope and invite others to make your jigsaw story.</p>	<p><i>Learning Links to The Prophets p37 Into the Deep pp 76-78</i></p>	



13	<p>All students Story Pyramid Using their bibles, students reread Luke 24: 1-12 or Luke 24: 13-35 and then use the Story Pyramid strategy to answer the following questions Name the main character Two words describing main character Three words describing the setting for the story Four words stating the problem or conflict Five words describing one event Six words describing second event Eight words stating solution/resolution to the story</p>	<i>Learning Links to Paul p 31</i>	
14	<p>All students Postcard strategy Using their bibles, students reread Luke 24: 1-12 or Luke 24: 13-35 and then write a postcard from the perspective of a character in the story to a friend or associate. The second character may be real or imaginary. An example of a postcard template can be found on p 24 <i>Learning Links to Paul</i>.</p>	<i>Learning Links to Paul p 24</i>	
15	<p>For older students Scripture Probe Working in pairs, students reread Luke 24: 1-12 or Luke 24: 13-35 and respond to the following questions Who are the main characters in this story? What event/story came before this passage? What happens immediately after this story in the scriptures? Are there any repeated words or phrases - What are they? What is the Story's setting? Time of day/Day of the week/What is happening at the time? What are the main symbols or images used in this passage? Considering the people of this time, what would be the significance/impact of this story? Does the Author have a particular message or theme with this Book of the Bible? What are your thoughts and feelings about what happens in this story? When you hear this story again in the future what image will come back to you? Our reflection on the meaning of this passage is?</p>	<i>Into the Deep pp 60 - 63</i>	
16	<p>Yrs 3-10 What historical or cultural references are in the text? (names, places, roles, customs, rituals, titles) see Teacher background info in this document</p> <ul style="list-style-type: none"> ● Burial spices ● Tomb 		Assessment of Learning



	<ul style="list-style-type: none"> Burial cloths <p>Some websites include: https://www.bibleodyssey.org/en/people/related-articles/burial-practices-in-first-century-palestine Jewish Mourning rites: https://www.myjewishlearning.com/category/mourn/ https://primary.understandingfaith.edu.au/ash-wednesday-pentecost-easter-story/03/15/ https://primary.understandingfaith.edu.au/ash-wednesday-pentecost-easter-story/04/01/ use a concept web to record information. Compare and contrast to burial practices familiar to students</p>		
17	<p>All students: Lukan frieze What happened before this text? Using your bible read what happened before the set scripture. Use the Luke frieze that can be placed around the walls of the classroom to locate where this scripture text occurred in the context of the whole book. A sample frieze will be available from CEO. Jesus was arrested, tried by Pontius Pilate, crucified, died and was buried in a tomb.</p>		
18	<p>All Students Use the Three Keys (https://www.frenchknot.com.au/products.php?c=&p=5344) to pose the following questions: What is the author trying to say about</p> <ul style="list-style-type: none"> God people an ideal world. <p>When someone shares a message - write it down on a piece of paper and put it in the treasure chest. These will end up as belief statements.</p>		<p>Assessment of learning</p> <p>Assessment as learning</p>
19	<p>All students Story Analyser Star strategy Using the Story Analyser Star template, students reread Luke 24: 1-12 or Luke 24: 13-35 and complete the following questions Story Title Who When What Where Why How</p>	<p><i>Learning Links to The Gospels p 39</i></p>	



20	<p>For older students Beyond the Gospel strategy Working in pairs, students reread Luke 24: 13-35 and then use the Beyond the Gospel strategy Select a scripture passage where the central character would have to explain or justify their beliefs or actions to someone else. Essentially, students will have to project themselves into the story and imagine what may have happened next in the passage. Students are asked to discuss how a pivotal character might have explained their experience to a friend or associate the next day. The second character may be real or imaginary. Groups brainstorm how a second character could have reacted to the Gospel story. Whilst not fully scripting the dialogue, each team should discern the conclusion to their role play and endeavour to ensure that it is consistent with the underlying message of the passage. An example of the Beyond the Gospel strategy can be found on page 101 <i>Into the Deep</i>.</p>	<i>Into the Deep</i> pp 99 - 102	
21	<p>Yrs 3-6 students and Secondary Students Questions and Answers (Jeopardy) The answers have been supplied in a chart. You need to write the questions. When you have completed the chart, cut out the question and answer strips and use them in a lucky dip quiz. An example of the Questions and Answers chart template can be found on p21 <i>Learning Links to Paul</i>.</p>	<i>Learning Links to Paul</i> p21	Assessment for learning
22	<p>All students Responding to Stories</p> <ul style="list-style-type: none"> • Draw a comic strip of a scene from the story or the main idea of the story. • Use a shoe box to make a model of a scene from the story. • Write a letter to one of the characters in the story responding to their words or actions in the story and giving your own view on their role. • Make poster about the story as if it was an advertisement for a film. • Create a mini-book about the story. Provide an outline of the plot, information about characters, background on the setting, pictures, statistics, images • Create a postcard to send to one of the characters from the story. Include a statement of why you would one day like to meet that character. Draw a relevant picture. • Make a bookmark outlining key features of the story - plot, setting, conflict and resolution. On the other side, draw an illustration of a scene from the story. 	<i>Presenting the New Testament</i> p228	Assessment of learning
23	<p>For older students: What historical or cultural references are in the text? (names, places, roles, customs, rituals, titles)</p> <ul style="list-style-type: none"> • Hospitality • Jewish prayers of blessing food before eating <p>https://www.myjewishlearning.com/category/pray/</p> <p>Research activity</p>		
24	<p>All students: note: be selective about images for prep -yr 2 Look at some artists interpretation of different scriptural Resurrection events and discuss the artists' understanding of the event:</p>		



	<p>The Incredulity of Saint Thomas by Caravaggio http://commons.wikimedia.org/wiki/File:The_Incredulity_of_Saint_Thomas_by_Caravaggio.jpg</p> <p>The Plenitude Folly of God (Peter Do you love me?) by Sieger Koder http://www.pauline-uk.org/product.asp?id=2067</p> <p>Understanding (Emmaus story) by Sieger Koder http://famvin.org/en/2014/07/17/what-does-is-mean-to-mentor-youth/</p> <p>Alive By Sieger Koder http://gloriataliotis.blogspot.com.au/2011/06/pentecost-season.html</p> <p>Emmaus by Caravaggio http://commons.wikimedia.org/wiki/File:Caravaggio-emmaus.750pix.jpg</p> <p>Easter Morning by Hi Qi, Chinese Christian artist http://www.heqigallery.com/</p> <p>Do any of the artworks affect you and your understanding of the life death and resurrection of Jesus. Can you find any other images you like that show a different interpretation of the Resurrection?</p>		
25	<p>Prep-yr6</p> <p>Discuss with children what are “emotions’ and ‘feelings’ - when and how do we experience these.</p> <p>Joy-is being filled with happiness. It is a peaceful sense of well-being. Joy is inside us all. It comes from an appreciation for the gifts each day brings. Joy comes when we are doing what we know is right, and when we laugh and see the humour in things. Joy is the inner sense that can carry us through the hard times even when we are feeling very sad.</p> <p>Activity/Discussion – If I am practising ‘joy’ what does it look like, feel like, sound like?</p>	<p><i>The Virtues Project</i> Educator’s Guide p 189</p>	
26	<p>Prep-Yr6</p> <p>From <i>A-Z Learning Strategies</i>, you could do an emotions map strategy on “Women at the Tomb” p 39 and/or “Ideas and Emotion Masks Strategy” p 68 http://rokreligiouseducation.com/resource/a-z-teaching-strategies/</p>		



27	<p>Prep - Yr 6</p> <p>Responding in prayer Compose prayers of thanks:</p> <ul style="list-style-type: none"> • Brainstorm a list of things that give us joy or make us happy • Choose four things that you would like to include in a prayer of thanks. • Write these four things into the following rubric <ul style="list-style-type: none"> ○ We (I) thank you God for _____ ○ We (I) thank you God for _____ ○ We (I) thank you God for _____ <p>We (I) thank you God for _____</p>	<p><i>Learning Links to Prayer</i> pp 30-34</p>	<p>Students compose individual prayers of thanksgiving.</p> <p>Put on class prayer cubes. Each cube can hold six prayers-one per side.</p>
28	<p>Prep-Yr 2 and Yr 3- Yr 6</p> <p>Sing an Easter song such as and identify the emotions they evoke:</p> <ul style="list-style-type: none"> • God is great (Easter version) – Michael Mangan (from <i>1 2 3 God loves me</i>) This is a very simple Easter song for the younger children. • This is the Day - https://www.youtube.com/watch?v=IRLxugEtqx8 (it is also on <i>Hi God 2</i>) • Easter Alleluia Jesus is Alive – Michael Mangan (from <i>This is the Time</i> or <i>Sing Your Joy</i>) https://www.youtube.com/watch?v=Q4bJ8D6lvrk • Risen Today – John Burland (from <i>Let's Celebrate</i>) https://www.youtube.com/watch?v=6sG6UJEZvZw • Clap Alleluia – Michael Mangan (from <i>Sing your joy</i>) https://www.youtube.com/watch?v=LyOAREYt_J8 		
29	<p>Communicating Prep-Yr 6</p> <ul style="list-style-type: none"> • Prepare a drama about the first Easter morning (refer to Scriptures); groups could prepare a section. • Prepare a retelling of the Easter story and visit a younger class to retell it. • Decorate a large 'Alleluia' and display it prominently. • Use a set of pictures and discuss the events, symbols and rituals portrayed. 	<p>Anne Frawley-Mangan <i>Dramas from Luke's Gospel</i> pp37</p>	<p>Assessment of learning</p>



30	<p>All students</p> <p>Evaluating and Reflecting</p> <p>Ask them to view and listen to the story and then complete the cloze exercise from Together At One Altar. In groups they could prepare a presentation of Luke 24:36-43</p> <p>As a lead up to the 'Before and After" activity consolidate learning with a guided reflection of Easter Sunday and the events by using the 'Six Senses Cube Strategy"</p> <p>Children demonstrate an understanding of the Easter story by completing various aspects in "Before and After" drawings to show cause/effect relationships as well as how things change over time e.g. from Good Friday to Easter Sunday</p> <ul style="list-style-type: none"> ● Jesus ● Women at the tomb ● The disciples 	<p>A-Z Learning Strategies p 109</p> <p>A-Z Learning Strategies P 8</p>	<p>Summative</p> <p>Assessment of Learning</p>
31	<p>Evaluating and Reflecting Prep-Yr 6</p> <p>Lead the class in identifying what they have learnt about 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>Large pieces of paper</p> <p>Maurice Ryan <i>Teaching the Bible</i> p. 135</p>	<p>Assessment for learning</p> <p>Assessment as learning</p>
32	<p>Prepare a Prayer celebration; sing an appropriate Easter hymn about Jesus. Prep-Yr 6 Use Rina Wintour <i>Just imagine</i> script</p>	<p>Rina Wintour <i>Just Imagine</i> No 3 p 64 & 67 <i>Just Imagine</i> no 1 p44</p>	
33	<p>Yrs 7-10 The paschal mystery in everyday life https://www.loyolapress.com/our-catholic-faith/family/catholic-teens/catholic-teachings-for-teens/the-paschal-mystery-in-everyday-life?p=1 Use the questions below to prompt discussion and reflection Think about your own life. What is a dying or rising that you have experienced today, this week, this year? Reflect on that experience in light of the event of Jesus Christ's passion, death, Resurrection, and Ascension.</p>		<p>Assessment of learning</p>



	Allow the students to create a response using a variety of media.		
34	Yrs 7-10 http://www.togetheratonealtar.catholic.edu.au/explore/dsp-content.cfm?loadref=17 1. Using this link interact with the reflective questions Describe an Emmaus experience that you have read about or seen in a story or film. 2. Retell an experience when you were so happy to be in the presence of a special person who inspired you so much that you did not want him or her to leave your side. 3. Explain the ways you have tried to be like somebody who has been an inspiration to you in your life.		Assessment for/as learning

Secondary School Resources from the Understanding Faith website:

- 'Stations of the light' video - <https://www.youtube.com/watch?v=Pz8zbCbmXNM>
- 'The seasons of the Church's year' - <https://secondary.understandingfaith.edu.au/celebrating-liturgical-cycle/04/01/>
- 'Centrality of the Resurrection' activity - <https://secondary.understandingfaith.edu.au/the-gospels/06/01/>
- 'Resurrection Accounts in Matthew - <https://secondary.understandingfaith.edu.au/the-gospels/06/02/>
- Mark - <https://secondary.understandingfaith.edu.au/the-gospels/06/03/>
- Luke - <https://secondary.understandingfaith.edu.au/the-gospels/06/04/>
- 'Witnesses to the Good News' learning activities (Venn Diagram and Interactive activities) - <https://secondary.understandingfaith.edu.au/the-gospels/06/05/>
- 'Did the resurrection really happen?' (discussion activity and interactive quiz) - <https://secondary.understandingfaith.edu.au/the-gospels/06/07/>
- Beginning to read the Gospel of Luke - <https://secondary.understandingfaith.edu.au/new-testament-studies/04/01/>
- Luke and Acts: A Two Volume Work (slideshow summary) - <https://secondary.understandingfaith.edu.au/new-testament-studies/04/02/>
- Luke's Gospel in Context - Who, What, Where, When, Why (information and quiz) - <https://secondary.understandingfaith.edu.au/new-testament-studies/04/03/>
- The Walk to Emmaus (slideshow) - <https://secondary.understandingfaith.edu.au/new-testament-studies/06/09/>
- Narrative forms in the Gospel (Younger primary students) - <https://primary.understandingfaith.edu.au/discovering-jesus-in-the-new-testament/04/01/> (all pages of this section)

