

UNIT FOCUS ON developing units on Easter across all year levels of a school
Based on units written by teachers at Good Shepherd Lutheran Primary School

<p>How can title be reworded to better reflect the intent of the unit?</p> <p>This unit provides a good integration of two strands</p>	<table border="1"> <tr> <td>CB</td> <td>CC</td> </tr> <tr> <td>CL</td> <td>CW</td> </tr> </table>	CB	CC	CL	CW	<p>UNIT TITLE GOD'S LOVE TODAY</p>	<p>BAND A YEAR 2</p>	<p>DURATION OF UNIT 2 – 3 WKS</p>	<p>Will time allocated to unit be sufficient to allow students to explore the substantial content of the unit? NOTE: The unit has real possibilities of creating links between the Jewish event which Jesus was celebrating and the Christian Easter celebrations. However, that seems too involved for this year level. A possibility for Band B since CW1 deals with relationship between Judaism and Christianity.</p>
CB	CC								
CL	CW								
<p>Unit overview needs to clearly</p> <ol style="list-style-type: none"> 1. outlines what the unit is about 2. state the purpose and direction of the unit, providing a sense of where the unit fits in the overall CS program, its relevance to students' whole journey of learning. 3. state the possibilities the unit opens up for future learning experiences 4. identify key understandings 	<p>KEY IDEA(S)</p> <p>CB 2. The person and work of Jesus the Christ is central to Christianity</p> <p>CC 3 Christians pray, worship and celebrate the sacraments</p>		<p>OUTCOMES(S)</p> <p>CB 2.2 Students gather and present information about the life and teachings of Jesus</p> <p>CC 2.3 Students research and describe key Christian practices and celebrations</p>						
<p>What further knowledge about Jesus and the godly purpose of Easter will students gain from such a study?</p>	<p>UNIT OVERVIEW</p> <p>A close look at Holy Week. How people from other countries celebrate the specific events of Holy Week. A look at celebrations of the past and celebrations of the present. Children to identify which celebrations they are familiar with.</p>		<p>CONTRIBUTION TO LQL</p>						

What is the cultural make up of the class?

How do students celebrate Easter in their families?

What links can there be between students' experiences and the content of the unit?

STUDENTS/LEARNERS PROFILES

ESSENTIAL/GUIDING QUESTION/STATEMENT

Possible question
How is Easter celebrated?

Sub-questions
When was Easter first celebrated?
Does everyone celebrate Easter in the same way?
Is there only one way to celebrate Easter?
What is the significance of the rituals and symbols of Easter?
Etc.

What other essential questions could drive this unit?

What is the desired inquiry at this level?

How will approach at this year level develop knowledge and understandings of concepts already gained?

What impact will essential question have on order of unit and choice of activities?

RESOURCES TO SUPPORT UNIT
Dineen Jacqueline Feasts and Festivals (Peoples and Customs of the World) Dragon's World 1995
Doney Meryl Festivals (World Crafts) Franklin Watts 1996
Easter Craft Around the World (Blackline Masters) Scholastic
The Lion First Bible (Lion) Alexander, Pat
The Story of God's Love (Bible Story Back) Friedrich, Elizabeth

LINKS TO LIFE
LIFE CONCEPTS:

JESUS
WORSHIP

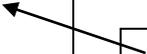
What questions do students have about Jesus and events related to Easter?



STUDENT QUESTIONS	LINKS TO OTHER CURRICULUM AREAS	RESOURCES TO SUPPORT TEACHERS

How does the school celebrate Easter?

What connections can there be to Easter celebrations both in school, congregational and local contexts?



Which responses will best help students to demonstrate achievement of outcome?

What will criteria for achievement be?



ASSESSMENT
These are embedded in whole unit

Main knowledge to be covered in unit has been highlighted in yellow.

KNOWLEDGE STUDENTS NEED TO KNOW TO ACHIEVE THE OUTCOME ("students know...")

CB 2.2

Jesus as human and Son of God

- Jesus' birth, childhood
- Jesus' adult life
- Jesus' death, burial and resurrection
- Jesus at God's right hand

Jesus' ministry

- Jesus' teaching about love, forgiveness
- Jesus' teaching about the way to live
- Jesus interacted with all kinds of people
- Jesus helped and healed people

CC 2.3

Christian prayer

- prayer is talking to God (praising asking, confessing, thanking – PACT)
- God listens to and answers prayers in various ways
- Jesus taught people about prayer and how to pray – the Lord's prayer
- people can pray anywhere, any time

One of the functions of the Christian church is worship

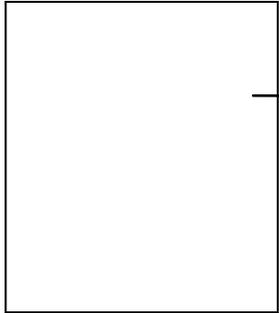
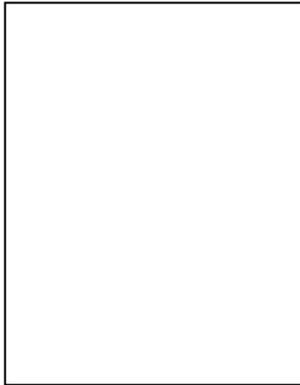
- in worship people respond to God's love and hear God's message
- Christians worship in a variety of ways

Key Christian celebrations – rituals, meanings, symbols, practices, events

Baptism

- God gives people new life through baptism
- baptism brings people into God's family
- denominations practise baptism differently

Christmas and Easter – significant festivals in Gods' saving plan



LINKS TO LQL	LEARNING OPPORTUNITIES	OPPORTUNITIES STUDENTS HAVE TO DEMONSTRATE ("students can...")	DIFFERENTIATION
	<p style="text-align: center;">Introduction</p> <ol style="list-style-type: none">1. When does Easter fall on our calendar? (see attached notes)2. What do the children know about Easter?3. Make a web and build ideas around it (Easter)4. Discuss and ask how the children celebrate Easter.5. Talk to parents and grandparents. Ask how they celebrated Easter when they were children. <p style="text-align: center;">Development</p> <p>Carefully look at specific days of Holy Week. Talk about what they mean and how other people celebrate these days.</p> <p>A. PALM SUNDAY</p> <ul style="list-style-type: none">- Read/tell the story of Palm Sunday. <p><i>Custom</i></p> <ul style="list-style-type: none">- In Roman times it was the custom to lay Palm branches in the path of a hero.- When Jesus rode his donkey, palm branches were laid down. <p><i>How Christians celebrate Palm Sunday?</i></p> <ul style="list-style-type: none">- Processions take place where palm branches are carried into Church- Some countries use different tree branches due to climate (see attached notes).- In Jerusalem the procession follows the route Jesus originally took.- In some parts of West Germany the priest used to ride to church on a donkey. <p>B. MAUNDY THURSDAY</p> <p>Read/tell the story of Maundy Thursday, - the</p>	<p><i>Palm Sunday</i></p> <ul style="list-style-type: none">- Children to make Palm leaf crosses.- Write a recount of the events of Palm Sunday.	

<p>Last Supper , - Garden of Gethsemane <i>Custom</i> In Jesus time feet were washed before a meal was eaten. <i>How do Christians celebrate Maundy Thursday?</i></p> <ul style="list-style-type: none"> - About 300 years after the death of Jesus, noblemen, priests, monarchs and even the Pope, washes the feet of 12 people. - In England, the “Maundy Pennies” are given out (see attached notes) - In Rome the priests washes the feet of 13 priests and serves them bread and wine. - Gifts of clothes, food and money were given to poor people in Austria, Russia, France, Spain and England. - Some Churches today re-enact the foot washing and Holy Communion would be celebrated at this church service. <p>C. GOOD FRIDAY Read/tell the Good Friday story. <i>Custom</i></p> <ul style="list-style-type: none"> - ‘Good’ Friday may have come from an older label “God’s Friday” or it may have started in days when ‘Good’ meant ‘holy’. Denmark calls it ‘Long’ Friday in their language and some European Countries call it ‘Great’ Friday. - Until recently miners refused to go below ground and fisherman would not set sail on Good Friday. Blacksmiths stayed at home because iron nails had been used to pin Jesus to the cross. <p><i>How do Christians celebrate Good Friday?</i></p> <ul style="list-style-type: none"> - The altars in churches are sometimes covered in black with no flowers - Church services are very solemn and some services are in the afternoon around the time of 3pm when Jesus died. - A lot of people eat fish and hot cross buns 	<p><i>Maundy Thursday</i></p> <ul style="list-style-type: none"> - Children to help and show kindness to a designated child from their class for the day (as an act of service) - Write a recount of the events of Maundy Thursday <p><i>Good Friday</i></p> <ul style="list-style-type: none"> - Draw different types of crosses, then make some of these crosses using coloured paper, (see appendix) - Share hot cross buns with class. - Write a recount of the events of Good Friday. 	
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Which of the student activities described will be used to assess students' learning?

How will results be recorded?

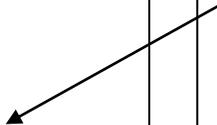
Will the results be used to modify the course of the unit?

How could feedback help students improve their understanding of Jesus and his role in the celebration of Easter?



	<p>on Friday.</p> <ul style="list-style-type: none"> - In Greece men carry a coffin through the streets with people following behind. The church bell tolls as for a funeral. - In some European countries the bells don't ring. - In Portugal and Mexico a straw or wood statue of Judas is burned before a crowd. <p>D. EASTER SUNDAY Read/retell the Easter Sunday story <i>Custom</i> The early Christians who were baptised at Easter wore new white garments, and this is the origin of the custom of putting on new clothes at this time and of the traditional 'Easter Parade'. <i>How do Christians celebrate Easter Sunday?</i></p> <ul style="list-style-type: none"> - Often celebrate with a dawn or sunrise service, maybe outside. - Altars/churches are decorated with spring flowers, usually white which symbolises joy, light and purity. - Some churches might have the empty tomb or a cross covered in flowers. - A new Paschal candle is lit and is then lit every Sunday until next Easter. - The traditional Easter greeting is 'Christ is Risen' and the reply, "He is Risen Indeed". - Bells ring, happy songs are sung, many people go to church services; - Easter Sunday is a joyful part of the Easter festival. It is one of the most important celebrations of the Christian church. - Easter eggs are a symbol of new life, ie Jesus rebirth (see appendix) 	<p><i>Easter Sunday</i></p> <ul style="list-style-type: none"> - Imagine you are reporter for the Jerusalem Journal. Write down all the things that occurred on that Easter morning, include eye witness accounts and your own observations of what the people of Jerusalem are saying. - Paint and decorate a hard boiled egg (to symbolise new birth) <ol style="list-style-type: none"> 1. Design and draw how you would like to decorate your egg on an oval shape 2. paint egg 3. draw how the decoration really looks on your egg on a second oval shape. 4. compare the two shapes. did your decoration turn out to be the same as your original design? If not / discuss why not <p>Link to CSCF CB 2.2 Students can ...</p> <ul style="list-style-type: none"> ▪ discuss names given to Jesus ▪ role play major events in the life of Jesus 	
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Year 6 is also decorating eggs. How will purpose in this unit be different? How will it enhance awareness and appreciation of symbols and rituals?



		<ul style="list-style-type: none">▪ identify a special event in Jesus' life and retell or illustrate the story▪ describe the people that Jesus met and how he showed love for them▪ explore and present findings of the way artists, songwriters, films and books portray Jesus▪ identify the different messages found in Jesus' teaching, illustrating their understanding▪ construct scenarios which explore what Jesus might do in selected situations▪ create symbols to illustrate Jesus' role and purpose▪ explain and reflect on the importance of Jesus in Christmas and Easter celebrations▪ identify stories of forgiveness in the Bible and tell of times when they have felt or acted the same way (eg, Joseph, the forgiving father)▪ dramatise or illustrate scenarios to explore forgiveness▪ discuss the message of some of the parables Jesus told <p>Link to CSCF CC2.3 Students can...</p> <ul style="list-style-type: none">▪ recognise that prayer is being with God in a special way and can be experienced alone or with others▪ identify things Christians can pray about and formulate simple prayers▪ practise techniques to enhance prayer (eg, listening, stillness, visualising and attentiveness)▪ investigate and retell biblical accounts of Jesus praying (eg,	
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		<p>the Lord's prayer, Jesus in the garden)</p> <ul style="list-style-type: none">▪ design a prayer space (eg, a garden within the school)▪ identify objects commonly used in Christian worship (eg, Bible, altar, candles) and investigate their significance▪ identify parts of worship to plan and present a class/school worship▪ explore Bible stories about baptism▪ explore the Christian teaching that through baptism people become members of God's family▪ explore the rituals, events, symbols and practices related to Christmas and Easter	
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