**CHR ISTIAN STUDIES**

**Lutheran Primary School Wagga Wagga**

**Scope Statement**

Understanding the life, teachings and times of Jesus gives a contemporary reader the insight into the powerful and radical message God communicated in Jesus. This equips the learner to reflect on the application of Jesus’ actions and words to personal and social life today.

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| **Year Level:** 4 | **Stage:** 2 | **Term:** 1  | **Year:** 2012 |
| **Content Area:** Christian Beliefs | **Unit of Work:** Who is Jesus? |
| **Key Idea 2:** The Person and Work of Jesus is Central to Christianity |
| **PERSPECTIVES**

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 | **KLA INTEGRATION**

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| **Outcomes and Indicators****Band B****CB 3.2 Students research the social and cultural context in which Jesus lived and draw conclusions about how he chose to respond to people and events.** **Students know:**1. Social groups in Jesus’ time
2. People Jesus interacted with and the significance of this e.g. Women, outcasts etc.
3. Lifestyles, food and dress during Jesus’ time
4. Geography and Climate

**Students can:** 1. Use Bible as a means of accessing information about Jesus, his life and teachings.
2. Explore and present information highlighting significant events in Jesus’ life through a variety of mediums including written, oral and dramatic interpretation.
3. Examine and retell Jesus’ interactions with and response to people from different cultural and social groups.
4. Translate stories from Jesus’ time into contemporary setting.
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|  | **Focus/Learning Opportunities** |
| **Week** |  | **Assessment** |
| **1** | **Accessing prior knowledge and questions about Jesus.** |  |
| **2** | **Jesus’ Birth** |  |
| **3** | **Cultural Life in Jesus’ time**  | **Work Samples** |
| **4** | **Establishing Jesus as a real human being.** |  |
| **5** | **Social Groups in Jesus’ time** | **Work samples** |
| **6** | **The Journey’s of Jesus****Timeline of Jesus’ childhood** | **Bible Skills** |
| **7** | **The Parables of Jesus** | **Planning notes for Drama** |
| **8** | **The Significance of Easter** | **Drama** |
| **9** | **The Jesus Project** | **Performance** |
| **10** | **Finishing off** |  |

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| **Year Level:** 4 | **Stage:** 2 | **Term:** 1  | **Year:** 2012 |
| **Key Learning Area:** Christian Studies | **Unit:** Who is Jesus in 2012?  |
| **Topic/Unit of Work:**  The Person and Work of Jesus is Central to Christianity |  |
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| **Outcome and Indicators** | **Learning Opportunities** | **Differentiation** | **Resources** |
| (iii, v, vi)(iii, iv, v, vi, vii)(iii, v, vi)(iv)(iii, v, vi)(i, ii, v, vi)(I, ii, v, vi, vii) | ***The Jesus Project******Who is Jesus?******Jesus in 2012? Explain.******In what ways do Jesus’ actions and words apply to today’s social and cultural context?******The Jesus Project****The activities provided can be done in rotation or as a class at one time. Students work in small groups to complete, ‘The Jesus Project’. Each activity will support groups in creating their news cast. Within each lesson , incorporate time for students to plan for and apply activities for ‘The Jesus Project’. Note: not all activities must be included in the project. See Assessment rubric for details.* ***Lesson 1- Accessing Prior Knowledge and Exploring the topic***Students participate in a Hot Potato activity, with the following topics:* Jesus Birth and family
* Where Jesus lived and worked
* Customs Jesus celebrated as a Jew
* Jesus’ friends
* Stories Jesus told
* People Jesus helped
* Miracles Jesus performed
* 10 Commandments

***As individuals, students review complete a KWL.*** ***Add questions to class question chart.***

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| Who is Jesus? |
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In small groups, students read a story of Jesus ***Lesson 2 – Jesus’ Birth***Students read together Luke 1:26-35 and Luke 2:1-7 and as a class, summarise the important information that Mary was given about the baby she was about to give birth to.Students read Luke 2:8-20 and answer a series of focus questions.What is unique about the birth of Jesus?How would you expect the birth of a future king to happen? How was this different to Jesus’ birth? Who were the first to hear about Jesus’ birth? Was Jesus an ordinary king?(*Allow time for further dialogue/questions about who Jesus was and why he came. Record any other questions on a class question chart)*Students look at some example birth notices from the paper and identify the different parts i.e. mother’s and father’s name, brother and sisters, hospital born at, weight, Doctors and nurses present, layout, decorations etc. As reporters for the *‘The Jesus Project’* students design and paint a birth notice for Jesus using the information identified last lesson.***Who is Jesus?******Lesson 3 – Cultural life in Palestine***Groups are allocated 1 activity and are to choose a second to complete. 1. **Food & Drink**
2. **Housing**
3. **Transport**
4. **Growing up**
5. **Work**
6. **Clothes**
7. **Jewish Laws and Customs**
8. **Climate**

***Jesus in 2012? Explain.******Lesson 4 – Am I like Jesus in anyway? (whole class activity)***Students make a list of the different emotions that we experience everyday and some of the way we deal with these emotions. E.g. We get angry and we hit things, we get upset and we cry, we fell tempted and we give in, we get hungry and we eat etc. Students provide examples of situations that evoke these emotional responses.**Focus question:** Which of these emotions do you think Jesus would have experienced in his life? (All of them) How do you think he would have responded to these emotions? Students read Luke 4: 1-13 (Temptation of Jesus) and read how Jesus controlled his emotions. i.e. by understanding God’ plan for him and knowing and trusting God’s words in the Bible.***In what ways do Jesus’ actions and words apply to today’s social and cultural context?******Lesson 5 – Social Groups in Palestine***Students look up the following passages to identify the social groups of Jesus time.* Who are the people in the story?
* Describe what each person is like.
* How did Jesus act towards them? What did Jesus say and do?

Zacchaues – Tax collector – Luke 19:1 – 10Woman at the Well – Woman – John 4:4 – 26 Children – children – Matthew 19:13-15Disciples – Friends – Matthew 9:9 – 12, Mark 3:13 – 18 <http://www.sundayschoollessons.com/disciple.htm> Pharisees – Religious leaders – Matthew 9:1 – 4 Blind Bartemaeus – Healing – Matthew 9:20 – 22, 32 – 34 ***In what ways do Jesus’ actions and words apply to today’s social and cultural context?******Lesson 6 – Treasure Hunt of Jesus’ Journeys*** ***This lesson depends on arrival of Year 4 Bibles and should be taught post-Bible lessons (at end of unit).*** Students use a map to find out where Jesus lived. High light the places and his path on your own map. [1] c 6BC - The Birth of Jesus at (Luke 2:4-7) [2] Jesus is taken as a baby to for presentation at the Temple (Luke 2:22) [3] c 4BC - Joseph and Mary take Jesus from Bethlehem to to escape Herod the Great (Matthew 2:13-14) [4] c 3BC - Joseph returns to Palestine from Egypt. The family settles in in Galilee (Matthew 2:19-23)  [5] c AD6 - The 12 year old Jesus travels from Nazareth to with his family, and stays behind in the . (Luke 2:41-46)[6] c AD6-27 - On returning to (Luke 2:51-52), according to tradition, Jesus stays for the next 20 or so years, and follows in his father's footsteps as a carpenter. [7] c AD27 - Jesus travels from Nazareth (Galilee) to the to be baptised by John the Baptist (Matthew 3:13)[8] cAD27 – After his Baptism, Jesus was led up by the Holy Spirit into the . (Matthew 4:1).[9] Jesus begins his ministry, leaving Nazareth and going to live in (Matthew 4:13)[10] Greater love has no one than this, that one lay down his life for his friends. (John 15:13)***Fast Finishers – Timeline of Jesus’ childhood***Create a timeline of Jesus’ life. Significant events and milestones. ***Who is Jesus?******Lesson 7 – Jesus’ Parables*** Choose one Parable (<http://parablesforkids.com/html/contents.html#nature>) .* What is the lesson?
* Are we able to apply it today?

Students adapt the parable into a drama to suit today’s culture and context. ***Jesus in 2012? Explain.******In what ways do Jesus’ actions and words apply to today’s social and cultural context?******Lesson 8 – The Significance of Easter***Students break into small groups and each read a section of the ‘Easter story’. Each group is responsible for a summation and shares their story with the class in order of sequence. Each group then goes off and creates a drama piece to support their part of the story. Their contribution will go within The Jesus Project. Students create a story board that can be used as a hand out/information sheet on the Easter story. Students are to include bible verses eg. "For God so loved the world that He gave His only Son, so that everyone who believes in Him will not perish but have eternal life.  God did not send His Son into the world to condemn it, but to save it"  (John 3:16-17). ***Lesson 9 – 10 – The Jesus Project*** Students bring all learning together and make their final decisions for ‘The Jesus Project’. They put it together and perform it for Year 4. **The Jesus Project Requirements*** Opening line
* News updates (review of project)
* Downtown Jerusalem (food, clothing, interactions between people, etc)
* A moment with Jesus down town
* A parable of Jesus (learning for the road)
* Weather report
* Group sum up response – Who is Jesus?
 | WT: Buddy up with another student to help support finding the passage and reading the text.Complete highlighted questions.WB: Complete all questions and write their own questions to share with peers.WB: Students complete an further activities.  Mixed ability groupings are important for these tasks.  | Butcher’s PaperTextas28x sheetsBiblesWorkbooksQuestions on IWBSample birth notices A4 white paperPaint28 x each activity sheets*Jesus Miracles Book*28x Social group Posters. Computer access Bibles x28 maps x28 treasure questions AtlasesBible references & BiblesPrevious lesson notes andWorkbooksBibles Flip CamerasChristian studies book with planning  |
| **Evaluation** |
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