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**St Mark’s Lutheran Christian Studies Unit Plan**

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| **Teacher: Kim Blesing and Dani Barolo** | **Year Level: 6** | **Unit Duration: 10 weeks** |

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| **Unit Title:**  *Jesus was a Rebel* |
| **Understanding:**  *We need to understand the culture to understand the significance of the story and how that links to today.* |

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| **Christian Beliefs (CB)** | **Christian Living (CL)** | **Christian Church (CC)** | **Christianity in the World (CW)** |
| **Key Idea** | **Key Idea** | **Key Idea** | **Key Idea** |
| Christians believe God is one God: Father, Son and Holy Spirit | Christians believe that God creates people to live in relationship with him and with each other. | Christians believe the bible is God’s Word. | Religious beliefs and ideas shape people’s thinking and actions. |
| **Learning Statement** | **Learning Statement** | **Learning Statement** | **Learning Statement** |
| CB4.1 Students analyse Christian beliefs about the ways God reveals himself as one God: Father, Son and Holy Spirit. | CL4.1 Students draw conclusions about the influence of the other on self-identity in light of Christian beliefs about the worth of the individual | CC 4.1  Students develop skills to examine scripture  and analyse its cultural and historical  contexts | CW 4.1 Students compare ideas and beliefs about God and the nature of human beings in monotheistic religions. |
| **The triune God is revealed to us in many ways through many forms.** | **God wants us to be who he created us to be.** | **We need to understand the culture to understand the significance of the story and how that links to today.** | **How we think about things is grounded in our beliefs.** |
| **Scope Statements** | **Scope Statements** | **Scope Statements** | **Scope Statements** |
| Christians believe that God has chosen to reveal himself as triune God through specific revelation in his word. Exploring the mystery of the trinity is made possible through the language, imagery, symbolism and use of metaphors in the Bible. These identify the rich, multi-layered aspects of a personal God. | The health of communities is dependent on each individual having a clear sense of personal value and dignity. Christians accept that human worth comes from God and is not dependent on appearance, actions good and bad or on others’ perceptions. God’s unconditional acceptance of each individual liberates each to relate to others, all the while maintaining his/her self-identity. | The Bible is an ancient text written in and for a world removed from the experience of contemporary readers. Uncovering the culture of writers and listeners of the original text gives insights into the meanings of the text for those people. It also assists current readers to make meaning for their context. | Christianity, Judaism and Islam each have beliefs about the nature of God, the origin of life and the role and purpose people have in the world. These beliefs are influenced by historical and cultural contexts. Philosophy of religion provides significant insights into questions about life and the world. Together they allow people to describe, interpret and evaluate their personal belief system and identity. |
| **Inquiry/Guiding Questions** | **Inquiry/Guiding Questions** | **Inquiry/Guiding Questions** | **Inquiry/Guiding Questions** |
| * What is the trinity? * What makes the trinity mysterious? * How is God revealed to us? * What imagery, both visual and worded, is used to represent God?   How do we know what God is like? | * Jesus was a rebel – true/false? * What is the historical context of the story? * How radical were Jesus’ actions?   What significance do the events in the Bible have for us today? | Jesus was a rebel – true/false?  What is the historical context of the story?  How radical were Jesus’ actions?  What significance do the events in the Bible have for us today? | * What is religion? * What i monotheistic religions? * What guides each religion?   How does religion impact our beliefs? |

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| **Students know… (knowledge and elaborations)** | **Students can… (ways of knowing)** |
| **Contexts of the Bible**  • authors, dates, purposes, key themes, key ideas of books of the Bible  • cultural and social background to biblical stories  **Examining scripture to learn about God’s message for his people**  • people use a range of tools to investigate biblical passages  • biblical reference materials (eg, handbooks, concordances, encyclopedias, dictionaries, commentaries) as aids to biblical interpretation  • maps, diagrams, timelines and charts  • Bible translations – variety, accuracy, purpose  • different interpretations of scripture (eg, liberal, literal)  • the Bible is interpreted in light of Jesus and the gospel | * analyse Bible passages from different perspectives such as history, story, myth, metaphor and consider truth in these passages * develop a student guide to biblical interpretation which considers issues such as literalism and liberalism * identify and compare different interpretations of a passage, giving reasons for the interpretations and variation |
| **Evidence:**   * Students read and view Bible passages in a variety of formats with the purpose of analysing the historical and cultural context. * Students display their findings as facts and develop questions that further guide their inquiry into the historical and cultural context of a story. * Students summarise their findings about the culture of Jesus’ time and make links back to how this helps us understand the significance of Jesus’ words and actions today. | |

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| **Resources** |
| * Bible Verses * Biblegateway - Matthew Henry commentary * Worship house media * Retooning the Nativity – clip * Youtube |

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| **General Capabilities** | * Literacy | * Numeracy | * Critical & Creative Thinking | * ICT |
| * Ethical Behaviour | * Personal & Social | * Intercultural Understanding |  |
| **Cross Curricula Priorities** | * Aboriginal & TSI Histories & Culture | * Sustainability | * Asia & Australia’s Engagement with Asia |  |

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| **Culminating Summative Assessment Task:**  Students choose a bible story from a select group (The woman at the well, Jesus washes his disciple’s feet, Jairus’ Daughter and the sick woman, The story of Zacchaeus, The widow’s offering, The woman who washed Jesus’ feet). They complete the same process as the stories modelled where they find and record facts and questions about the culture of the time, they research and answer their questions and then analyse how these facts help us understand the impact of Jesus’ words and actions. |
| **Sequence of Learning experiences:** |
| **Unit Provocation:**  Jesus was a rebel – stand on the line with where you agree/disagree with this statement. |
| **Tuning In:**  Students draw what they know the Christmas Nativity scene looked like.   * Using the retooning the Nativity clip, students watch what the context of Jesus’ birth actually was. * What does this teach us? |
| **Finding Out:**   * Jesus timeline/classroom display – birth, Jesus and the lepers, Jesus’ Crucifixion, Own choice Bible story. * Students look into each of the stories through a Jesus lens, looking at the historical context of that time   **Jesus’ Birth**  What did we learn last lesson? (We need to read the bible a little more carefully. We need to look deeper/beyond/further than the words on the page)  What were some of the misconceptions about Jesus’ birth?  ***Understanding the cultural context of the time helps us understand the significance of Jesus’ words and actions today.***  *However: the focus of this lesson is gaining an understanding of the culture of the time.*  **Students read the birth of Jesus from different sources and record down facts about the time that are presented in the text, and questions of things that they need to explore further to have an understanding of the culture of that time.**  Facts/Questions Organiser to record findings of the following texts:   * Luke 2:1-20, Matthew 2:1-23 * Christian Bible Reference.org – birth of Jesus. * <https://www.youtube.com/watch?v=krr_d0UvKc0> * <https://bible.org/article/daily-life-time-jesus>   **Generating questions:**  What questions can we come up with from the text that would help us build a better understanding of the time when Jesus was born?  *E.g. Why was Caesar Augustus important to the birth of Jesus?*  **Group collaboration / brainstorming possible questions to research.**  Students research their questions and add information (could be in the form of pictures, facts etc.) to timeline display (formative assessment).  **Respond to questions using graphic organiser (formative assessment)**  *What did you find out about the culture of Jesus’ time?*  *Why is this important to know?*  **Jesus and the Lepers**  **Students read about Jesus and the Lepers from different sources and record down facts about the time that are presented in the text, and questions of things that they need to explore further to have an understanding of the culture of that time.**  Facts/Questions Organiser to record findings of the following texts:   * Luke 17:11-19 ESV and Message version. * Commentary: <https://gotquestions.org/ten-lepers.html>   **Generating questions:**  What questions can we come up with from the text that would help us build a better understanding of the time when Jesus was born?  *E.g. Why was Caesar Augustus important to the birth of Jesus?*  **Group collaboration / brainstorming possible questions to research.**  Students research their questions and add information (could be in the form of pictures, facts etc.) to timeline display (formative assessment).  **Respond to questions using graphic organiser (summative assessment)**  *What did you find out about the culture of Jesus’ time?*  *Why is this important to know to understand the impact of Jesus?*  **Jesus’ Death**  **Students read about Jesus’ death from different sources and record down facts about the time that are presented in the text, and questions of things that they need to explore further to have an understanding of the culture of that time.**  Facts/Questions Organiser to record findings of the following texts: Matthew 27:32-56 English Standard Version (ESV)  * Luke 22, 23 (selected verses) MSG * Selected paragraphs from ‘The Trial and Death of Jesus’ Commentary - <https://www.biblegateway.com/resources/commentaries/IVP-NT/Luke/Trial-Death-Jesus>   **Generating questions:**  What questions can we come up with from the text that would help us build a better understanding of the time when Jesus was born?  *E.g. Why was Caesar Augustus important to the birth of Jesus?*  **Group collaboration / brainstorming possible questions to research.**  Students research their questions and add information (could be in the form of pictures, facts etc.) to timeline display (formative assessment).  **Respond to questions using graphic organiser (summative assessment)**  *What did you find out about the culture of Jesus’ time?*  *Why is this important to know to understand the impact of Jesus?* |
| **Sorting Out:**   * Students use the information they’ve found out about the historical context of Jesus’ time students discuss Jesus actions and how radical they were and finally think about the significance of them today. This occurs between each of the finding out stages. * Students record their findings on the classroom display. |
| **Culminating Assessment Task –** see above.  *Resources include:*  Luke 8:40-56 The Message (MSG)  <https://www.youtube.com/watch?v=MGJ0TKRTEFI>  <https://www.youtube.com/watch?v=O1KAC6Jrofg> John 4:5-53The Message (MSG) <https://www.youtube.com/watch?v=5iEKg6s8FBA>  <https://www.youtube.com/watch?v=6bt_9NZe-E4> Luke 19 <https://www.youtube.com/watch?v=mKRlsCkl3x0>  <https://www.youtube.com/watch?v=_DXGL-DHLrg>  Commentary: <https://www.biblegateway.com/resources/ivp-nt/Saving-Lost-Zacchaeus> Luke 7:36-50The Message (MSG) <https://www.youtube.com/watch?v=JxswSd5FmE4>  <https://www.youtube.com/watch?v=N4tgeHXYIqc> Mark 12:41-44The Message (MSG) <https://www.youtube.com/watch?v=ZJVbN43CBJo>  <https://www.youtube.com/watch?v=GivTS-DBBWI>  Matthew Henry’s Commentary: <https://www.biblegateway.com/resources/matthew-henry/Mark.12.41-Mark.12.44> |
| **Reflection:**  Jesus was a rebel – reposition yourself on your line in response to this statement after our unit explorations.  Students write or record a reflectional response as to where they are on the class understanding of *‘We need to understand the culture to understand the significance of the story and* ***how that links to today’****, with a specific focus as to how that links to Jesus’ influence today.* |

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| **Differentiation** | | | |
| **Content** | **Process** | **Product** | **Learning Environment** |
| A variety of resources will be provided as a starting point – this includes written and visual texts and videos.  Students work in groups to assist in the interpretation of the text. | Students are modelled with the assessment task on a variety of occasions before the final assessment piece. This includes work as a class and in smaller groups. | Students can choose their delivery of how they respond to questions – written or recorded.  Making use of a text that is in use in other subjects – understand competence levels. | Students have an opportunity to work individually, pairs or small groups throughout. |

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| **Assessment Evidence:** |
| **Performance Tasks:** *(What will students do to demonstrate knowledge, understanding and skill?)*   * Retooning of their own bible passage in relation to Jesus * Respond to ‘How this impacts our lives?’ throughout the topic * Additions to timeline about the historical context |
| **Feedback:** *(What sort of feedback will students receive i.e. rubric?)*   * Rubric – final assessment * Discussion – questioning students as they inquire |
| **Unit Evaluation:**  This unit provided great discussion around the historical context of Jesus’ life. Students were engaged and were able to pursue a line of inquiry which interested them. This allowed students to bring a richer understanding of at least one aspect of the historical context when discussing the bible passage in both small groups and as a class. However, the ability to take the historical context and make the connection to what that said about the significance of Jesus was difficult for a number of students. This could be because it was difficult to find age appropriate resources for the students to use.  The changes that we made throughout:   * The original question to be answered in the assessment graphic organiser was: Why is this important to know? We changed this question to: Why is this important to know to understand the impact of Jesus? We did this because students were not addressing how the context helps us to understand the significance of Jesus. * We included videos to assist those students who found reading difficult and to provide students with a visual. * We changed the stories to be passages that they students were more familiar with to allow greater depth in their discussions as they would have some prior knowledge. * We also changed the learning environment to become a lot more structured. We did this because after analysing the first story (Jesus’ Birth) it became apparent to us that the students would find it difficult to gather information and analyse the story with the same depth in a timely manner independently. * After looking at the work produced for Jesus’ Birth, we decided to go through the final questions with the classes to demonstrate what was expected in their responses. |