

CB	CC	UNIT TITLE/TOPIC The Church Today Reflects the Past	BAND - C YEAR - 6	DURATION OF UNIT – 8 Weeks TIME ALLOCATION – 1 x 50 minute lesson/week
CL	CW			
KEY IDEA 2 – The Christian community is shaped by its cultural and historical contexts			OUTCOME(S) CC 4.2 Students examine the development of Christian communities to compare how beliefs and practices of these communities reflect their social and historical contexts	
UNIT OVERVIEW The purpose of the unit of study is to assist students to understand how the Christian community is shaped by its cultural and historical contexts. Students will investigate key historical events, compare the main branches of Christianity and significant movements and people that shaped the church.			CONTRIBUTION TO LIFELONG QUALITIES FOR LEARNERS - Self-directed, insightful investigators and learners - Open, responsive communicators and facilitators - Caring, steadfast supporters and advocates	
			LINKS TO <i>LIFE</i>	
STUDENTS/LEARNERS PROFILE - 7 th year of school - Various religious backgrounds (Mostly Christians, however some do not identify a religion) - Adolescents (A period of identity formation)		ESSENTIAL/GUIDING QUESTION/STATEMENT How do beliefs and practices of Christian communities reflect their social and historical contexts?	LINKS TO OTHER CURRICULUM AREAS - English - ICT	
STUDENT QUESTIONS - How do social and historical contexts shape the church? - How did the three main branches of Christianity (Roman Catholic, Protestant & Eastern Orthodoxy) come about and how are they different? - What significant events and people shaped the church?		RESOURCES TO SUPPORT UNIT Sose Alive 2 Cornell Note paper Youtube (various clips listed) Rose Book of Bible Charts, Maps and Timelines Beliefs That Changed the World Empires – Martin Luther: Timothy West DVD (SBS)	RESOURCES TO SUPPORT TEACHER - CSCF Theological Notes pp 24-28 - Pastor Tim Jarrick	
ASSESSMENT Work sample: Week 4 – Cornell notes and summary task. Work sample: Week 10 – Luther report.				

<p>IDENTIFY SPECIFIC KNOWLEDGE STUDENTS NEED TO ACHIEVE THE OUTCOME</p> <ul style="list-style-type: none"> - How social and historical contexts shape the church - Three main branches of Christianity – Eastern Orthodox, Roman Catholic and Protestant - Significant events, movements and people that shaped the church 			
<p>LINKS TO LIFELONG QUALITIES FOR LEARNERS</p>	<p>SEQUENCE OF LEARNING OPPORTUNITIES</p> <p>Week 3</p> <p>How do social and historical contexts shape the church?</p> <ul style="list-style-type: none"> - As a class, brainstorm ideas about the church today, listing adjectives that describe it's function e.g. worship, community, family, faith, freedom etc. - Pose the question to students – What do you think the church was like in medieval times (400-1500 AD)? - Read 'Faith and fear' p 34-35 from Sose Alive 2 as a class. - Discuss points of interest and compare to the church today. - Complete Understand Activities 1-5 individually and share. <p>Week 4</p> <p>How do social and historical contexts shape the church?</p> <ul style="list-style-type: none"> - Students write Cornell Notes whilst watching video clips and reading information , investigating the following questions: - Youtube video: The Spanish Inquisition http://www.youtube.com/watch?v=uVBrOxcWt0c&feature=fvsr <ul style="list-style-type: none"> • What was the Spanish Inquisition? • How would you have felt if you were a Jew or Muslim living during this time? - Youtube video: Who was Constantine? http://www.youtube.com/watch?v=1asoxwkTWC0 <ul style="list-style-type: none"> • What influence did Constantine have on the Christian Church? - Reading: 'East and West' p 48 from Beliefs That Changed the World <ul style="list-style-type: none"> • What tension led to the East and West Split (The Great Schism) in the church in 1054? - Students use the summary space on their Cornell Note page to summarise the content and their thinking. - Exit pass – All students stand and read their summary to the class, then sit and listen to others. 	<p>IDENTIFY WHAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE</p> <ul style="list-style-type: none"> • Describe, record and sequence the historical development of the Christian church, using various techniques. • Examine historical religious reformers and present findings about the impacts of their beliefs on the church. 	<p>DIFFERENTIATION</p> <p>Cognitive partnerships – varied groupings</p> <p>Individualised tasks</p> <p>Open-ended questioning</p> <p>Scaffolded research</p>

Week 5

How did the three main branches of Christianity (Roman Catholic, Protestant & Eastern Orthodoxy) come about and how are they different?

- Students examine 'Family Tree of Denominations' p 179 and 'Denominations Comparison' p 175 from the Rose Book of Bible Charts, Maps and Timelines.
- Students note 6 interesting points from the texts and form opinions and open-ended questions in preparation for a Socratic Seminar.
- Socratic Seminar: Students are seated in a circle, with 4 observers on the outside of the circle.
- Students in the circle address the topic/stimulus, using their notes, opinions and questions to discuss the three main branches of Christianity and their origins.
- Students lead the discussion, offering opinions, adding to/challenging others statements, asking questions to the group or specific participants, inviting others to talk and listening.
- It is important that respect is used in all interactions.
- The teacher's role is to facilitate the discussion, but only when the conversation is quiet.
- Three of the observers use an observation sheet to track the contributions of an anonymous student each. They report their findings at the end of the discussion.
- The fourth observer uses butchers paper with a circle representing all students in the discussion to track the conversation. Using a marker, a line is drawn each time the conversation moves to another participant. At the conclusion of the discussion, the conversation tracking sheet is shared to analyse who interacted and to what level – it is a good opportunity to think of improvements for group discussion in the future.
- A strategy to implement to avoid some students dominating and others going unnoticed is to limit their contribution to 3 opportunities (counters in a bucket is effective).
- The teacher needs to bring the conversation to a close by summarising the main ideas discussed.

Week 6

What significant events and people shaped the church?

- Students watch an animated clip about Martin Luther as an introduction.
- Youtube video – re:form Traditions - Lutheran <http://www.youtube.com/watch?v=cKbG2lhiezw>
- As a class read 'Luther: The Unlikely Reformer' p 166-172 from Lutheranism 101.
- Divide students into groups of 3 or 4. As a team, students need to complete a 5 W's and H analysis focusing on Luther's Life (Who, what, where, when, why and how).
- Each group will present their poster to the class.

	<p>Week 7 What significant events and people shaped the church? - Students watch 'Empires - Martin Luther: Timothy West' DVD to deepen their understanding of Luther's beliefs and the Reformation. - Students take Cornell Notes addressing questions about Luther's ideas and the Reformation. Students will then write a summary based on their notes, including their opinion.</p> <p>Week 8 What significant events and people shaped the church? - Students will utilise the resources from previous weeks about Luther to complete an information report on his life, beliefs and his contribution to the Reformation (and how this has shaped the modern Lutheran church). Students may investigate further, using the internet and various library books. Presentation is student choice (Written, poster, Power Point Presentation, news bulletin etc).</p> <p>Week 9 What significant events and people shaped the church? - Students continue with Luther report.</p> <p>Week 10 What significant events and people shaped the church? - Students complete and present Luther report to the class and submit for assessment.</p>		
<p>EVALUATION OF UNIT</p>			

