

CB	CC	UNIT TITLE/TOPIC Lutheran and Judaism	BAND YEAR GROUP- 5	DURATION OF UNIT TIME ALLOCATION 1 and half hours per week
CL	CW 3.1			
KEY IDEA(S) Religious Beliefs and ideas shape peoples thinking and actions			OUTCOME(S) Students research and describe the relationship between Christianity and Judaism	
UNIT OVERVIEW Christianity has a history in Judaism. A study of Judaism as expressed in the Old and New Testament s give insight into the concepts, symbols and practices and stories at the core Christianity. Christianity interprets the Old and New Testaments in relation to Jesus and attaches a different meaning to the events and concepts it shares with Judaism			CONTRIBUTION TO LIFELONG QUALITIES FOR LEARNERS <i>Love, Justice, Compassion, Forgiveness, Service, Humility, Courage, Hope, Quality and Appreciation.</i>	
			LINKS TO LIFE Band B- Level 2,3 – God helps people by his Word Band B Level 2, 3, - God gathers people in the Christian Church.	
STUDENTS/LEARNERS PROFILE prior learning/interests/needs of students Different religions Bible- old and new testament		ESSENTIAL/GUIDING QUESTION/STATEMENT that makes explicit the central, core idea developed in unit	LINKS TO OTHER CURRICULUM AREAS Chapel, devotions	
STUDENT QUESTIONS What is Judaism? What do they believe in? What is Christianity and what do they believe in? What similarities or differences are there between the two religions? How is the Bible set out? What books of the bible are for what areas and who wrote them eg first five books- Pent...		RESOURCES TO SUPPORT UNIT Life B Band LCA resources website Judaism websites	RESOURCES TO SUPPORT TEACHER Life B band LCA resources website Judaism websites	
ASSESSMENT Chart similarities and differences between Christianity- Lutherans and Judaism Create a glossary of terms , ideas, events, places common to both religions, meanings and importance				
IDENTIFY SPECIFIC KNOWLEDGE STUDENTS NEED TO ACHIEVE THE OUTCOME ("students know...") Christianity and Judaism are two difference religions with distinctive features. Religion- dimensions such as beliefs, origins/beginnings, sacred text, and stories, symbols, rituals, worship, leaders, and structures. Judaism- features, key concepts, key events, key practices in Old and New Testament, key celebrations, how it is practised today. Lutherans- features, key concepts, key events, key practices in Old and New Testament, key celebrations, how it is practised today.				

<p>LINKS TO LIFELONG QUALITIES FOR LEARNERS</p> <p>Showing love and service towards others.</p>	<p>SEQUENCE OF LEARNING OPPORTUNITIES</p> <p>Week 1- Judaism Share what students know about Judaism. Complete a think, pair, share on history, culture, stories and symbols. Work in small groups to investigate Jewish ideas and concepts. Allocate the following words, synagogue, rabbi, Passover, worship, dress, food (Kosher), prophets, Pharisees, laws, Jewish leaders, Jewish symbols. Share findings with class.</p> <p>Week 2- Christianity Research key ideas and concepts of Christianity. Selects from; sacred buildings, leaders, Easter, worship, sacraments, salvation, mission, symbols, celebrations. Share what students know about Christianity. Complete a think, pair, share on history, culture, stories and symbols. Look at languages used by each.</p> <p>Week 3- Comparing Judaism and Christianity Recap what we have found from week one and two. Complete a think, pair, share on history, culture, stories and symbols. Create a piece of art work depicting symbols that are significant to either Jews, Christians or both. Label and display. Discuss why these symbols are important. Compare different forms of worship.</p> <p>Week 4- God communicates with his people (Investigate Jews and Christians from the Bible) Get students to look at stories from the Old and New Testament and look at how God communicates. Read the crucifixion story and compare it from a Jewish perspective and a Christian perspective.(Communicating God's Word (2.))</p> <p>Week 5- Different views of Jesus Given our discussions about the differences between Christianity and Judaism, look at prophecies in Isaiah and how Jesus fulfilled this. Look at what Jews believe about Jesus.</p> <p>Week 6- Persecutions of Jews Investigate how Jewish people have been persecuted through out history, focusing particularly on the Old Testament.</p> <p>Week 7- Persecution of Jews Continue our investigation of Jewish persecution looking at the story of Anne Frank.</p> <p>Week 8- Persecution of Christians Investigate how Christians have been persecuted through out history, focusing particularly on the New Testament. Discuss the symbolism of the fish. (Paul, Luther and the Christian Church (4))</p> <p>Week 9- Practises today Look at items in the news regarding Christians and Jews. Investigate how these religions are practised in Australia today.</p> <p>Week 10- Reflection Complete a Venn diagram comparing Christianity and Judaism. Focus on looking at the key events (J- Abraham, Egypt, desert, King David, building the temple)(C- creation, Abraham, Egypt, birth of Jesus, resurrection, Pentecost) and key practises (J- circumcision, sacrifices) of both religions.</p>	<p>IDENTIFY WHAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE ("students can...")</p> <p>Research skills in finding information through skimming and finding key points to take notes in their writings. Rewrite information in own words and understanding. Chart information – similarities and differences in their own words for both religions. Glossary was introduced at the start and children added in words and meanings during the unit. Class and individual questioning and discussions on the two religions</p>
<p>EVALUATION OF UNIT</p> <p>The students really engaged with this unit and it was great to see them become more considerate of other beliefs. It was great to have a Jewish guest speaker for the students to questions and learn from. Having this opportunity was great. It was also good to have them explore the key difference between the two and develop an understanding of how we can relate to others despite difference.</p>		