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| **Religious Education Integrated Unit**  **Communion of Saints –** | | | | |
| *The lessons in this unit were created by Di Skilton (Literacy Advisor – UC Education Plus) and Maureen Phillips (Primary Consultant in Religious Education from Wellington Diocese). It is expected that the teachers’ notes from the Year 6 Communion of Saints Strand, RE Curriculum document will be read in conjunction with each lesson and that the digital resource will be used for whole class teaching prior to student activities recorded below. The unit is based on “The Spyglass” by Richard Paul Evans and “Dream” by Susan V Bosak.* | | | | |
| **Theme:**  “If you can imagine it, you can achieve it, if you can dream it, you can become it.”  William Arthur Ward | **Enduring Understanding:**  To be developed by each school | **Faith Value:**  “That we may have life and live it to the full.” | | |
| **Key Competencies:** ( to be added by individual schools based on needs)  **Examples:**  **Thinking**   * Exploring the influences on moral choices on family, friends and the media and how   society is influenced by beliefs and teachings and texts   * Learning about and reflecting upon key questions of meaning * Reflection - Enquiry – Interpretation * Draw on own experiences and literacy knowledge to connect to, analyse and evaluate ideas and language to create a to engage and involve their audience   **Using language, symbols, and texts**   * Promoting cultural understanding from a religious perspective through encounters with literature and resources from differing cultures.   **Managing self**   * Promoting children’s self-esteem and the importance of the spiritualdimension of life through a discerning, thoughtful approach to life. * Encouraging children to take responsibility for who they are * Promoting pupils’ own ideas and providing opportunities to explore and reflect on key questions and values.   **Relating to others**   * Valuing relationships developing a sense of belonging * Share ideas and support each other through:   + co - construction of learning   + evaluation with feedback with respect to each others learning goals   **Participating and contributing**   * Considering how religious and other beliefs lead to particular actions and concerns. | | | | |
| **Prayer Style:** Meditation | | | | |
| **Curriculum Areas to be Integrated**  **Literacy Strand:** Writing/Reading **Numeracy Strand: Science Strand:**  **Health Topic:** Goal setting **Visual Arts Media:** Mixed Media **Religious Education:** Communion of Saints  **Social Science Strand: Music: Perfomance:** Role Play | | | | |
| **RE Learning Intention to be assessed:** | | | | |
| **Final Outcomes for this unit are:**   1. **A mixed media artwork expressing “The Ideal World” in the style of one of the illustrators from “Dream”** 2. **A poetry anthology expressing imaginings/dreams using the symbolism of colour** 3. **An oral presentation “I have a dream…”** 4. **A published narrative** 5. **A goal setting letter** 6. **Characterisation of the messages from scripture** 7. **Valuing and developing the gift of faith** | | | | |
| **Learning Intentions** | **Learning Activities** | | **Success Criteria** | **Resources** |
| Develop an understanding of meditative prayer using colour  Explore the ways we can live our lives to the full.  Understand what it means to be made in the image of God | **Learning Experiences**  Prayer – First experience – doodle on a page to music – absolute silence and stillness – move the pencil to the music – add colour  **RE Lesson 1**  Develop an understanding of the human person as body, emotions, intellect, will and soul.  Discussion of what it means to be made in the image of God   * We have the potential to live our lives as Jesus did * We have been given the gift of life – all life should be respected * It is not the physical self because God is Mystery – we do not know what God looks like * It is human nature to want to have an image of God. In the Old Testament we are given images they used to understand God. We know that the greatest understanding we have of God comes from knowing Jesus and his teachings. Jesus told us that God is a loving father.   Discuss the four dimensions of self from Hauora. Where do body, emotions intellect, will and soul fit.  Prayer – Prayer circle – turn to the person next to you – Welcome them to the class today – “I see God in you when…”  You could use the song “What if God Was One of Us?” Discuss what we would do if God arrived for a visit? How would we welcome God? How would we treat God? If God is in each of us, how should we treat each other.  Develop Spiritual dimension after less on two.  **Lesson 3 and 4 RE**  The second coming – What would people have said if someone had said before the birth of Jesus that God was coming to this world, what would people have said?  The second coming is an fundamental belief. What does the reading from Revelations say about our world after the second coming?  What would our world look like, sound like, feel like if the reign of God was fully present in our world? (Y Chart) – this leads to “I dream a dream speech…”  <http://www.youtube.com/watch?v=rmm-0-Rdxo8>.  Lesson 2 - RE  What is the breath of life? (Guide children toward understanding of the Holy Spirit within. | | To be formulated with the students |  |
| **We are learning to:**   * Make Connections   *Text to self, text to text, text to world*   * Identify and understand the main idea in the text * Comment on connections between written words and images * Understand the detail that supports the main idea in the text   Students will analyse a quote and using multi-media create a visual poster with a key message.  Describe what you see, hear and feel is happening in the text by drawing on clues in the text to visually plot the journey described. | **LITERACY**  **Learning Focus 1**  **Defining Dream**  Start thinking about what your hopes and dreams are – for you, your family, the world.  Individual students complete Venn Diagram – ‘Faith is…’ ‘Dreams Are…’ using the following questions for guidance.   * *What do you want your life to be like?* * *What do you want to be?* * *What do you want to do?* * *What do you want to learn?* * *What do you want for your family?* * *How can you make the world a better place?*   Complete the linking circle by considering ‘How does our faith help us to achieve our dreams?’  **This Venn Diagram will be revisited at the end of the unit.**  Share the title page of dream with 6 definitions of dream.  **Read Dream (**each illustrator has hidden a star in their illustration so that readers of all ages can hunt for and make a wish with each star they find.)   * Discussion on personal hopes and dreams.   (You can also explore the illustrations in detail using the notes at the end of the book.)  Following on the last page in the story, encourage students to "be a dreamer." It's the dreamers in this world who have the courage and creativity to try new things, overcome obstacles, and make a difference in their own lives and the lives of others.  The last line in [*Dream*](http://www.legacyproject.org/books/dream.html) is, "Dream a dream... your very own dream." Each of us is also unique. Each of us has something a little different, a little special, that we can offer that no one else can. What makes you unique? What's an important dream you have for yourself, your community, or  our world? If there were a next page in *Dream*, what would be *your* dream.  **Task:**   * Using Hauora Vision Board students use words and art to communicate their own dreams or goals. Each of us has a life story, and it's up to you to decide what comes next in your life story. * Each illustration in *Dream* was done by a different [artist](http://www.legacyproject.org/activities/secrets.html) using a different medium – chalk pastel, oil, water colour, acrylic, collage, colored pencil, pen-and-ink, plasticine, digital. Which medium do you like best? Why?  Now create a rainbow to display their dreams or goals using the medium and colors of your choice. Which colour of the rainbow best symbolizes a spiritual, mental, physical or social goal?   Students read the following quote from “The Spyglass” by Richard Paul Evans and in pairs use text and images develop a visual poster that communicates the key message of the quote.  *Important that students identify through this activity that the King has found his faith and recognizes that he has the potential to bring the reign of God to his Kingdom.*  Include: (Whole class teaching on synonyms, narrative, metaphor prior to task)   * Synonyms (words and phrases that mean the same thing as the key message) OR words/phrases associated with this concept*.* * Pictures/images of key message—pictures may be narrative or metaphoric. * Stories that show what belief means. * Posters should be legible, labeled with key message, visual, and attractive.   *The king followed the old man to the castle balcony. There the old man brought out a long round canister and pulled from it a brass tube with a sewn leather cover. A spyglass. He raised the spyglass to his eye and looked out over the land until a smile crossed his face. Then he handed the spyglass to the king. “Look thither.”*  *The king looked out through the glass. He could see great farms and gardens, magnificent castles and cathedrals. He lowered the spyglass and said impatiently, “I have seen the wonders of the eastern kingdom. I hear far too much of them.”*  *“You are mistaken,” said the old man. “It is your own kingdom you see.”*  *The king again raised the spyglass. This time he recognized the hills and glens of his own kingdom. But where there had been barren pasture there were now fields of grain stretching as far as the eye could see. His own people were in the fields, their wagons overflowing with their harvest.*  *“You are a wizard,” said the king. “It is a trick of the glass.” “It is no trick,” said the old man. But when the king put down the glass his kingdom looked the same as before, “Nothing has changed.” “No,” said the old man. “Change requires work. But one must first see before* *doing.” The king again raised the glass. “What greatness this kingdom holds.” “You have seen what may be,” said the old man. “Now go and make it so.”*  *Richard Paul Evans The Spyglass*  Follow with first read of “The Spyglass” – During the read students will plot visually, the journey that the king took to the realization that the success of his kingdom was due to his greatest treasure – his faith. (*See Chippo’s Adventure example of visual plotting)*  **Throughout Unit – What might this look like with faith dimension** | | **Success Criteria**  *To be formulated with the students.*  May include:  \*think about what I know about this from my past experiences  \*think about what I already know about the topic  Students will:  Use synonyms  Pictures/images of key message (pictures may be narrative or metaphoric.)  Write stories that show what belief means.  Posters will be legible, labeled with key message, visual, and attractive.  Find words and phrases in the text which help me to create images in my head to plot sequentially the journey the King took to realization of faith. | **Resource**  Dream by Susan V. Bosak  “The Spyglass” by Richard Paul Evans  REFERENCE |
| We are learning to:   * Write a narrative for publication in a class book of fairytales, shaping ideas, reworking and editing texts. * Identify the common conventions and text organisation of narrative writing in the context of traditional fairytales. | **Learning Focus 2**  **Teaching Notes**  Once upon a time...  No matter what your age, fairy tales carry with them a certain magic. In a magical childhood fantasy scene in Dream, characters from several popular fairy tales and myths are illustrated. Can you identify each story? What can you learn from each story about reaching for dreams and goals?  Fairy tales, myths, and legends can help you make your own dreams and goals come true. The very word "story" comes from "storehouse." A story is a store or a storehouse. Things are actually stored in a story, and what tends to be stored there is meaning. Through story, we get a sense of what the world and our life in it means.  **Discussion**  What's your favourite childhood story? Do you remember the first time you read or heard it? How did it make you feel? What was the best part? Was there a scary part? How does the story end? What character do you most identify with? What do you think the meaning of the story is? Why do you like it? What lesson can you take from that story that might help you with some of the challenges in your own life right now?  **Resource: *The Spyglass: A Story of Faith by*** [***Richard Paul Evans***](http://www.goodreads.com/author/show/46097.Richard_Paul_Evans)***,*** [***Jonathan Linton***](http://www.goodreads.com/author/show/3926350.Jonathan_Linton) ***(Illustrator)***  There once was a king who ruled over a darkened kingdom. Crops were planted and then failed, houses were built and then neglected, people were impoverished and dispirited. But when a traveler arrives at the crumbling palace, he shows the monarch his kingdom through the lens of an enchanted spyglass -- a spyglass that shows him his kingdom not as it is, but as it could be. The king's imagination is ignited by the spark of faith, and with faith comes hope and change. By sharing his vision and inspiring his subjects to work alongside him, the king restores his land to glory.  Faith is at the heart of master storyteller Richard Paul Evans's moving fable, which is brought to life by the rich, magnificent oil paintings of artist Jonathan Linton. Together, author and artist have created a powerful story that will inspire readers young and old to see their world through the eyes of faith.  **“You have seen what may be. ...Now go and make it so.”**  *The king followed the old man to the castle balcony. There the old man brought out a long round canister and pulled from it a brass tube with a sewn leather cover. A spyglass. He raised the spyglass to his eye and looked out over the land until a smile crossed his face. Then he handed the spyglass to the king. “Look thither.”*  *The king looked out through the glass. He could see great farms and gardens, magnificent castles and cathedrals. He lowered the spyglass and said impatiently, “I have seen the wonders of the eastern kingdom. I hear far too much of them.”*  *“You are mistaken,” said the old man. “It is your own kingdom you see.”*  *The king again raised the spyglass. This time he recognized the hills and glens of his own kingdom. But where there had been barren pasture there were now fields of grain stretching as far as the eye could see. His own people were in the fields, their wagons overflowing with their harvest.*  *“You are a wizard,” said the king. “It is a trick of the glass.” “It is no trick,” said the old man. But when the king put down the glass his kingdom looked the same as before, “Nothing has changed.” “No,” said the old man. “Change requires work. But one must first see before*  *doing.” The king again raised the glass. “What greatness this kingdom holds.” “You have seen what may be,” said the old man. “Now go and make it so.”*  Richard Paul Evans The Spyglass  Teacher Resources  <http://englishonline.tki.org.nz/English-Online/Teacher-needs/Teaching-Learning-sequences/Archived-English-Online-units/English-Units-Years-4-6/Fairy-Tales>  <http://www.education.tas.gov.au/curriculum/standards/english/english/teachers/ideas/narrative>  The Explicit teaching of the Deeper Features in Writing – email di.skilton@canterbury.ac.nz | |  |  |
|  | Introduce “Imagine” activity from “Values for Thinking” by Robert Fisher  This activity will be take a full hour session and the associated literacy activities will span a week.  Important that students complete the final activity of Imagining the ideal world where the reign of God is evident. *Refer again to “The Spyglass” (second to last page of text)”… You have seen what might be. Now go and make it so.”*  Explain to students that this will be the ‘springboard’ activity for their final artwork and a speech. The speech will end with the student reciting their own “*I dream a dream…”* poem.  The artwork is a visual display of their ‘dream world’ in response the illustration style of one of the artists in “Dream. | |  |  |
| **We are learning to** write a goal letter to ourselves   * **To understand what makes an effective letter** * **Use appropriate format** * **Use a ‘chatty’ style** | **Learning Focus 3**  Teaching Points:  [**http://www.writingfun.com/**](http://www.writingfun.com/)   * Identify an important goal – something you'd like to learn more about, get better at, learn how to do, or even a fear you'd like to overcome. The goal can be academic, or personal related to your physical health, relationships, emotional growth, hobbies or activities, or service to others. * Once you've identified a goal that's important to you, write it down and why it's important to you. How do you feel about the goal now? Does it make you feel excited? A little scared? Will you have FAITH that you will achieve your goal? How do you think you'll feel when you achieve it? * Next, write down the specific steps you need to take to achieve your goal, in the order they need to be taken. Coming up with the steps not only helps you achieve the goal, but also helps you evaluate whether or not it's realistic to achieve it within a certain time period. * Achieving an important goal is never easy. Write down what you're willing to give up to make your goal a reality. What will you do when you hit a rough spot? Come up with some strategies for getting through a tough time. If you know ahead of time that it won't be easy, and you have a plan for getting through, that helps a lot. * Write down the names of people who can be on your ‘Dream/Faith Team’. Who can you count on to help you achieve your goal – a teacher, parent or grandparent, friend? * End your letter by writing a promise to yourself that you will achieve your goal by a specific date, like the end of the school year. * Read it when you feel good to keep yourself focused on what's important to you and why. Read it when things aren't going so well so that you can use your strategies to get through the tough times and get help from the people on your Dream Team. | |  |  |
| |  | | --- | | Students will:   * present a speech that holds the interest of their audience using appropriate pauses, gesture, props, and varying pitch and pace. * The material presented will have clear meaning and continuity, and because the material will be carefully practised, eye contact with audience will be maintained. | |  |  | | **Learning Focus 4**  **Speech Making**  Ignition – I have a dream by Martin Luter King  [www.youtube.com/watchu?v=ONhXRLOGoHY](http://www.youtube.com/watchu?v=ONhXRLOGoHY)  Use TKI unit for teaching points.  http://englishonline.tki.org.nz/English-Online/Teacher-needs/Teaching-Learning-sequences/Archived-English-Online-units/English-Units-Years-7-8/Speech-making/Learning-task-1-Introduction | | Students will :   * write confidently, organising and linking ideas logically and making language choices appropriate to the audience according to the "Hamburger" format. * Students will confidently present a speech to their class that shows use of effective speaking techniques, clear organisation of material, and holds the interest of their audience. |  |

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| **Learning Intentions** | **Learning Activities** | **Success Criteria** | **Resources** |
| Communicate ideas and information clearly and precisely  Students will :  Develop an understanding that there really are guidelines but no real boundaries when writing poetry  Use effective questioning techniques  Students will:   * Ccompose a poem related to their goals. * Develop an increasing *vocabulary* to create precise meaning * Identify how /why the text is organised for a particular effect * Identify *language features* (simile, metaphor, personification) and look at how a poet writes with **impact** * Identify how a poet might craft a poem * Use *creative* and *critical thinking* to develop a deeper understanding / appreciation of poetry (oral assessment in class discussion)   **Students will:**  analyse and synthesise the illustrations to better **interpret the messages in the text.** | **Learning Focus 5**  Poetry  **Teaching Points**  Engaging learners with texts (Ann Girven)  Identify students prior knowledge   * **What do you know about poetry?** * **What is a poem?**   The discussion will need to be scaffolded by the teacher according to the experiences, knowledge and oral language skills of the students**.** Use the teaching points as prompts to draw out student ideas. Following the discussion a “What is Poetry” display of ideas could be placed on the wall for future reference during this unit.   * Poems are a way people can show what they are thinking about, what they are feeling, what is important to them. It helps them express themselves. * Poems are sometimes written in verses * Sometimes they have rhymes (not critical!!)They don’t need to rhyme * Sometimes they are like a story but written in different length lines * Sometimes they have repeated words or phrase – this can be very powerful if the language has impact * Sometimes they have words that sound like rain or wind and other sounds ( onomatopoeia) * Sometimes poetry has words staring with the same sounds for effect ( alliteration) * Sometimes poetry tells a story * It use powerful adjectives and strong verbs * It talks about how you feel * It paints a picture in your head. This is called imagery and the choice of your words will affect how clear that picture is.   **Task:**   * Go through the entire alphabet and making a list of what's important in living our faith and bringing the reign of God to our world. * Students can make their own ABC list, or this can be a group/class activity with everyone working together brainstorming the entire list or with each person doing one letter of the alphabet.    Here's one list for inspiration  **To live your faith…**  **A**void negative people, places, things, sources, and habits.  **B**elieve in yourself.  **C**are about what you do, be passionate.  **D**o it – don't just talk about it.  **E**njoy whatever you choose to take on.  **F**amily, friends, and teachers are good sources of support.  **G**ather the resources you need.  **H**ang on through the gray days, when the  going gets tough.  **I**gnore those who try to discourage you.  **J**ump high, reach for the stars.  **K**now your strengths and weaknesses.  **L**uck happens most to those who work hard.  **M**ake a commitment and stick to it.  **N**ever, no, can't are words you should avoid because they limit you.  **O**pen your eyes and see things as they really are.  **P**ractice makes perfect.  **Q**uitters never win and winners never quit.  **R**ead, study, and learn everything you can about   what's important to you.  **S**top procrastinating.  **T**hink – your brain is your best asset.  **U**nderstand yourself in order to better understand others.  **V**isualize your goal so that you can see and feel it.  **W**rite out a plan; don't just try to remember it   in your head.  **X**-ceed what you and others expect of you;    always push yourself.  **Y**ou are unique and offer things no one else can.  **Z**ero in on your target – and go for it!  **Presenting your poem**   * Sketch, draw or paint a poem * Set a poem to music * Recite a poem using a single voice * Change a poem into a short story * Dance a poem with others * Link a poem to a well-known painting * Dramatise a poem in a small group * Create an imaginative border to enclose a poem * Change a poem into a letter or series of letters * Modify the font or formatting of a poem for effect * Represent a poem in three-dimensional form * Perform a poem using multiple voices * Mime poem in pairs * Change a poem into another poetic form * Produce a short video or film of a poem * Represent a poem as a collage * Parody a poem in spoken or written form * Represent a poem in multimedia form * Turn a poem into poetic prose * Speak a poem as a news report * Sing or rap a poem with others * Pair a poem with another poem * Change a poem into a cartoon * Represent a poem as a mind map * Change a poem into an advertisement   (Ideas from [http://wwwfp.education.tas.gov.au/english/transform.htm](http://draft.discover.tased.edu.au/english/_borders/bottom.htm))  **Contrast Sculptures through movement**  Students work with a buddy and select a range of ‘positive/negative ways of living our faith. One student to body sculpt the positive with the other student adding in a body sculpture of the negative. Swap positive/negative roles.  Select two best sculptures and present to whole class.  Reread Dream and explore the illustrations and the way the illustrators have used colour to emphasise the dreams from birth to old age. We can use colour in the same way to express our mood or sense of well being.  Introduce Two Tone Poem  *TWO TONE POEM*  *Often a colour reflects your feelings - sometimes positive - sometimes not so positive. With this poetry format, you choose colours that describe you at certain times.*  *Line 1: Describe the first colour - you on a really good day*  *Line 2: Tell how that colour makes you feel*  *Line 3: Elaborate a bit more about how that colour makes you feel*  *Line 4: Tell how colour makes you react to your environment*  *Line 5: Describe the second colour - when things are not going so well*  *Line 6: Tell how that colour makes you feel*  *Line 7: Elaborate a bit more about how that colour makes you feel*  *Line 8: Tell how that colour makes you react to your environment*  *Line 9: Describe the colour you are right now, as you’re writing this poem*  *Line 10: Tell how that colour is affecting you.*  *Example:Red and Grey*  *Some days I am firecracker red*  *Full of energy*  *And smart remarks,*  *Like a wild bull, ready to attach the world!*  *Other days I am faded grey -*  *Rumpled and crumpled, careless,*  *Soggy and sleepy and all worn-out.*  *But watch out folks,*  *Today I am tie-dye; I am capable of almost anything.* | Use an increasing *vocabulary* to create precise meaning  Seek feedback from peers and teacher and make changes to improve clarity and meaning  Identify *language features* (simile, metaphor, personification…)  Shows an understanding of how language features are used for effect  Read and identify what messages the illustrators are conveying  Ask myself questions what do I think about this do I agree or disagree  Think about what I know already to help me form my opinion. |  |
|  | **Visual Art**  Students take a head and neck photo of self and print in A4 size. Split/cut photo down the middle and place on an A3. Emphasise the division with a strong black line.  Students then illustrate the expressions from their poem on each side of the face i.e. positive/colourful – negative / somber tones.  Appropriate stanza from the poem to be written alongside linking visual.  At the base of the A3 create a tie dye visual to symbolize the day they can achieve anything. |  |  |
|  | **Prayer – Paper plates**  “I see God in you when you… “ Cellotape paper plate to back of children and other students write on the plate.  Coloured doors – open image within |  |  |
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|  | Dream starts at the end of the rainbow with the Dream Chest, a magical portal between what is and what can be. One of the biggest challenges can be clearly identifying your dreams and goals. Make your own Dream Chest – it can be a decorated cardboard box. Overtime look through magazines and newspapers to clip out articles, quotations, cartoons, images, and other items that inspire you, interest you, or relate to your dreams and goals. Place them in your Dream Chest. |  |  |
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