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## **Sacred writings and their stories**

Interestingly, if you look at the 3rd and 4th Class strand units for the Key Figures strand, 3 words jump out at me!

The curriculum objectives use 3 specific learning verbs, **identify**, **know** and **understand**.

If you have read my article on Bloom's taxonomy at

<http://www.anseo.net/2010/10/mr-bloom-and-an-honest-look-at-how-children-should-be-learning/> then you be aware of the theory of learning and the hierarchal learning domains of Bloom.

These objectives are only really focussing on the first 2 levels of thinking and learning. the children need to be able to remember the knowledge of this lesson and to understand the relevance of each sacred book in the given religion.

I'm going to focus on the 6 Key Religious figures as mentioned in the last lesson for 1st and 2nd class as it allows the child and teacher to expand on the learning that occurred then.

To prepare this lesson, you may need to recap on the story of each religion's Key figure from Infants.

## **Sacred Writings Lesson**

### **Learning outcomes:**

- to write the name of the sacred writing underneath a given picture.
- to tell the story of how the sacred writing emerged in writing, words or pictures.
- to explain the importance of these sacred writings in the various traditions

### **Resources**

- The internet as always- a Great link for learning about Sacred Texts is <http://www.schooltrain.info/re/books/books.htm>
- <http://www.woodlands-junior.kent.sch.uk/homework/religion/sikhism.html>
- Stories from the 1st lesson for Infants on Key Religious Figures
- Vocabularly- a good dictionary or online one will help you, first of all, understand the new words that occur in the Sacred Writings Factsheets.
- Sacred Writing Factsheets-I've made some factsheets to go along with this lesson. They are just one way to get the information across and should be used in conjunction with some/all of the learning activities below. Feel free to edit and adjust. I've credited any photos used for classroom use only.
- Test for End of unit assessment-Again, this is 1 way in which you can assess. There are other ways that I speak about below.

## **Differentiation**

- Depending on the level of the children, each child should be able to access the activities below.
- For the more able children and if you want to enhance their learning and thinking skills, you could use the presentation, role play and hot seating as differentiated activities for the more able.
- Collaboration using ICT is another differentiated activity for the class here. Using a class or school blog, the children can collaborate in groups/pairs to use the knowledge and understanding of the topic and apply it. A digital recorder/microphone, digital camera/camcorder or flipcam are all that is needed to share and begin a conversation with children in their school or a video conference in another multi-denominational school who may have been learning about the Sacred Texts.

## **Learning activities**

First of all, all the children need to know the names and stories of each sacred writing. They will have touched on these in 1st and 2nd Class. Most of these methodologies are about children looking at the facts, stories and information and helping them to remember and reproduce them.

## **Storytelling**

This knowledge giving session can be done in a number of ways from the traditional approach of the teacher/child telling a story to watching the story on the net. Revise the basic premise of a story with the children. Opening setting and character. the character encounters a problem. The problem is solved. End of story. This will give them a framework.

## **Flashcards**

Get the children to design flashcards to sequence their story and to assist their oral presentation at the end of the unit.

## **Blog publishing**

The children can blog their story and add pictures for the class/school blog. They might work in pairs or groups and make a paragraph on 1 of the sacred writings, they should be able to tell the story in a couple of paragraphs.

## **Mindmaps**

Concept mapping is a great way for visual and the more chatty learners to illustrate their knowledge of a topic. They can put the name of the sacred writing e.g. The Bible in the middle of a page or white board and make connections in this way. show them how to make a good mind map.

## **Diary entry**

To show understanding of the importance of these books in each religion, the children could be asked to write a short diary entry for each religious leader. Some of the children might need sentence starters like:

I am a Hindu Priest.

The Vedas are the name of my special book.

The story of the Vedas can be told in this way...

The Vedas are important for us because...

## **Presentation, project work and oral debate.**

The children can work in groups or pairs and present on 1 of their religions and sacred writings. They should be warned that you will ask questions after. It can be good to give them an idea of the type of questions that you might ask before they present. Questions

that focus on the first 2 levels of Bloom's Taxonomy should include questions with the words like:

**Tell** me the name of the special book that the Jewish people have?

**List** all the religions that use the special book, The Bible?

**Name** the book that is connected with the Church of Ireland community?

Bringing the assessing up to the next level, use questions like this to explore:

**Describe** the special book that the Sikh Granthi uses? Tell me one thing about it.

Can you give me 1 difference between the story of the Bible and the story of the Vedas?

(This is getting the children to make a **contrast**)

Give them a statement to **Discuss** like *The Old Testament is important to the Jewish Rabbi- why?*

**Predict**-when the children are telling the story, stop them and ask the class to guess what will happen next. Get the children to read out a description of the sacred book and the key religious figure and **predict** which book and key figure they are referring to.

### **Hot Seating or Role play**

Give the children a different key religious figure to role play or to hot seat. Get the children to make up questions in groups. Talk to the children about the learning outcomes, make sure that they link their questions to these outcomes as much as they can as that is what you will be assessing.

### **Quiz**

One way of assessing if the learner has taken in the knowledge is to get them to make a quiz based on their chosen book and religion. Brainstorm about the different ways to make a quiz or test-multiple choice, fill in the blanks, crossword, puzzles, question and answer, draw a picture of the story in your words and so on. Children really enjoy making their own quizzes, they forget they are retaining the knowledge.

Use a worksheet or a program like Literacy Activity Builder to make a game to write the name of the Book with the religious figure.

### **Assessment**

Ask yourself:

*Can the child write the name of the book under the picture on the Final test?*

*Can the child tell the story using pictures, words or oral prompting?*

*Can the child give 1-3 reasons( depending on their level) of why each sacred book was so important to the key religious figure?*

Paper test-I've made a short test for the end of unit.

Teacher observation-through class discussion/drama

Diary entry

Mind maps can tell you how much a child has actually learned. Get them to complete a mind map after their knowledge session and then again at the end of the unit. Compare the 2. Have they gained more knowledge of the sacred book, the story and key religious figure?

Project work

Assess their product on the blog, flashcards, written and oral story. Do they know the story of each sacred scripture?