

THOUGH MANY, WE ARE ONE

UNIT 6

CHRIST IS RISEN

Lesson 18

Resurrection Jeopardy

Unit 6 Lesson 18

Christ Is Risen

Resurrection Jeopardy

Lesson Overview

Students will participate in a Jeopardy competition to review all that they have learned about the Easter story.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4:

BL1: Demonstrate an understanding of the Transmission of Divine Revelation in history (i.e. Sacred Scripture and Tradition) and why the Gospels hold a special place in the Church. [CCC nos. 74-141]

Grade 5:

BL1: Demonstrate an understanding of the important role of the Church in handing on Divine Revelation. [CCC nos. 74-100; 748-780]

Grade 6:

BL2: Demonstrate an understanding of the Church's teaching concerning the mysteries of the hidden and public life of Jesus Christ (incarnation, suffering and death, rising from the dead and ascending into heaven. [CCC nos. 50-73; 101-141; 422-682]

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Call to Family, Community, and Participation

The Ontario Catholic School Graduate Expectations evident in this lesson include:

CGE4f: applies effective communication, decision-making, problem-solving, time and resource management skills

CGE5a: works effectively as an interdependent team member

GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

All that Jesus did and taught, both in His hidden and public life, is to be seen in the light of the mysteries of Christmas and Easter. [CCC nos. 512-513]

- How well do I remember the Easter story?
- Where do I fit in to God's story?

Though Many, We Are One - Religious Education for Combined Junior Grades

LEARNING GOALS

At the end of this lesson, students will know, understand and/or be able to:

- summarize the Easter story to the best of their knowledge
- recognize key places and people in relation to the Resurrection of Christ

Success Criteria, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.

INSTRUCTIONAL COMPONENTS AND CONTEXT

Terminology:

Materials:

- Score sheet & Pen (for teacher)
- Computer and Smartboard or LCD projector

Resources:

- **Resurrection Jeopardy PowerPoint** (*see Appendix 1, as a separate attachment*)

MINDS ON

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Ask the students if they have any questions about the Easter story, or if they would like to clarify anything before beginning the game.

ACTION

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

Resurrection Jeopardy:

Introduce the game to the students, and divide the class into 3 teams. Inform students of the following rules (rules may be adapted to best suit each class):

1. Only 1 student per team will be raising their hand to indicate that team would like to respond. This will make it easier for the teacher to indicate which team has raised their hand first. All students will be able to respond once chosen. If a team member knows the answer, they must inform the student designated to “buzz in”.
2. A team may not “buzz in” until the teacher finishes reading the question aloud.

Though Many, We Are One - Religious Education for Combined Junior Grades

3. If a team answers incorrectly, the point value of the question will be subtracted from their overall score. Teams can have negative scores. The remaining teams will be given an opportunity to steal, until a team has correctly answered or all 3 teams each have shared an answer.
4. The PowerPoint will not display which questions have already been answered, therefore it is suggested to play each category of the board in its entirety, from left to right.
5. The team with the highest score at the end of the game wins.

CONSOLIDATION

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

- Tally the scores of each team. The team with the highest score wins.
- Prizes may be awarded (at the teacher's discretion).

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Invite the students to create their own Jeopardy game (or another popular game) based on their learnings. Consider sharing these games with other classes.
- Students may wish to research any questions regarding the Easter story that remain unanswered.