

# Year 4

## DOMESTIC CHURCH – FAMILY

### Teacher's page

#### EXPLORE

This is a sensitive theme. The experience of 'family' in society today is varied, with many joys and sorrows. Whatever the experience, family still remains the first place for growth and development, the basic social unit.

- Q What does the word 'family' mean to you?
- Q What people do you associate with 'family'?
- Q What joys and sorrows do you remember of family life?

#### REVEAL

For Christians the pattern and ideal of family life is found in the Scriptures. God is the loving parent of the human family and Jesus was born and lived in a human family. While offering ideals for family life, it is important to acknowledge and respect the real experience of some children which is not ideal.

#### Word of God

"As God's chosen ones, holy and beloved, clothe yourselves with compassion, kindness, humility, meekness and patience. Bear with one another and, if anyone has a complaint against another, forgive each other; just as the Lord has forgiven you, so you must also forgive. Above all clothe yourselves with love, which binds everything together in perfect harmony. And let the peace of Christ rule in your hearts, to which indeed you were called in the one body." (*Colossians 3: 12-15*)

- Q In your daily life, how can you be 'clothed with compassion' or 'with love'?
- Q In practical terms, how can these be expressed?

#### Catechism of the Catholic Church

"In our own time, in a world often alien and even hostile to faith, believing families are of primary importance as centres of living, radiant faith. For this reason the Second Vatican Council, using an ancient expression, calls the family the *Ecclesia Domestica*: the Domestic Church. It is in the bosom of the family that parents are by word and example... the first heralds of the faith with regard to their children." (*CCC1656*)

## RESPOND

- Q What positive message about the family of the school is put across in the classroom?
- Q How does the school ensure that when it welcomes a child, it welcomes that child's family?
- Q In what ways can the partnership between home and school be developed?

## Prayer and Reflection

*Father, creator of all,  
you 'ordered the earth' to bring forth life  
and crowned its goodness by  
creating family life.  
Teach us the beauty of human love,  
show us the value of family life  
and help us to live in peace  
with everyone.  
Amen.*

# DOMESTIC CHURCH– FAMILY: PEOPLE – TOPIC OVERVIEW

YEAR 4 - 4 WEEKS | The family of God in Scripture

TEACHERS' NOTES		
<p>The Church names the family the 'Domestic Church' where children may begin to understand the Church which is 'nothing other than the family of God.' This topic explores the truth that Jesus had a natural family with real people with names and a history.</p> <p><b>Scripture:</b> Genesis 12: 1-2 <i>The Lord said to Abram, "Leave your country, your relatives, and your father's home, and go to a land that I am going to show to you. I will give you many descendants and they will become a great nation."</i></p> <p><b>Catechism of the Catholic Church 2215:</b> Respect for parents derives from gratitude towards those who, by the gift of life, their love and their work have brought children into the world and enabled them to grow in stature, wisdom and grace.</p>		
ABOUT THE TOPIC		
<p><b>Prior learning:</b> God's vision for every family</p> <p><b>This Topic: learning outcomes</b></p> <p>Know and understand:</p> <ul style="list-style-type: none"> <li>• Our family trees – <b>Explore</b></li> <li>• The family of God in Scripture – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p>		
SCRIPTURE	TRADITION	
<p>Matthew 1: 1-17 <i>God's Story 3</i> page 69 (teachers' notes page 157)</p> <p>Mt 2: 13-15, 19-23, Lk 2: 40-51, Mk 1: 14-20</p> <p>Genesis 12: 1-8, 18 <i>God's Story 3</i> page 12</p> <p>Genesis 21: 1-7 <i>God's Story 3</i> page 12 (teachers' notes page 153)</p> <p>Genesis 25: 20-27 <i>God's Story 3</i> page 14</p> <p>Genesis 35: 9-15, 23-26 <i>God's Story 3</i> page 14</p> <p>Genesis <i>God's Story 3</i> pages 15-17</p> <p>Ruth 1: 2-7, 16, 17 <i>God's Story 3</i> page 37 (teachers' notes page 155)</p> <p>1 Kings 1, 2, 4 <i>God's Story 3</i> page 36</p>	<p>Jesus' human family in Scripture</p>	
SOME QUESTIONS OF MEANING & PURPOSE	CORE VOCABULARY	
<p>Where do I come from?</p> <p>To whom do I belong?</p> <p>To which family did Jesus belong?</p>	<p>Chosen people, siblings, relations, ancestors, generations, Old Testament, roots, family tree, genealogy, nomad, nomadic</p>	
RESOURCES	CROSS CURRICULAR LINKS	
<p><i>God's Story 3</i></p> <p>Good News Bible</p>	<p>ICT, Literacy, RSE</p>	
COME & SEE WEBSITE	STANDARD INDICATOR	
<p>A generic family tree that can be built up, showing relationships through four generations</p>	<p><b>Learning about religion</b> Beliefs, teaching &amp; sources Celebration and ritual Social &amp; moral practices &amp; way of life</p> <p><b>Learning from religion</b> Engagement with own &amp; others' beliefs &amp; values Engagement with questions of meaning</p>	
RE CURRICULUM DIRECTORY	LITURGICAL/PRAAYER LINKS	SONGS/HYMNS TO SING
<p><b>Area of Study 1:</b> Knowing and loving God, the Scriptures, Creation, the Trinity, Jesus Christ, Son of God, the Holy Spirit</p> <p><b>Area of Study 2:</b> What is the Church? One and holy, Catholic</p> <p><b>Area of Study 3:</b> Prayer</p> <p><b>Area of Study 4:</b> The dignity of the human person, the human community, love of God, love of neighbour</p>		<p><i>See John Burland Grid</i></p> <p>Song of Ruth: 'Wherever you go, I will go.'</p> <p>Songs from Joseph and his Amazing Technicolour Dreamcoat</p>
POINTS TO REMEMBER		
<p>Sensitivity to children's individual family circumstances especially adopted and looked-after children.</p>		

# EXPLORE

## Our family trees

### STANDARD INDICATOR

Some children will be able to **ask and respond** to questions about their own and others' experiences and feelings about tracking back family trees.

Some children will be able to **ask questions** about what they and others wonder about family trees.

Some children will be able to **compare** their own and others' ideas about the questions that family trees raise and are difficult to answer.

### KEY WORDS

family tree, siblings, relations, ancestors, generations, genealogy

**LEARNING INTENTION:** Our family trees.

### CONTENT

Look at family trees. Start with a 'known family' e.g. the teacher's own, or the family of a well-known person e.g. Royal family. Explain how family trees may not always be accurate as stories grow around people, but they give an indication of where a family comes from. Share something of modern genealogy and the use of the internet and census information.

Use the generic family tree on the Come and See website that can be built up, showing relationships through four generations. Show the children a generic family on the IWB and discover from this:

- How marriage sometimes changes names.
- How a surname is followed through.
- How relationships in families are formed - aunts, uncles, cousins, grandparents etc. Discuss how we show respect for those who gave us life.

### SOME SUGGESTED ACTIVITIES

- Find out the names of people in your own family tree.
- Make up a virtual family. Work backwards possibly to great-grandparents. (Some children may have their own family tree that they would like to use). Work in pairs asking one another questions they wonder about.
- Join together with two or three other pairs. Share questions and identify those which are difficult to answer.
- Share results in class and display the family trees.

### REFLECTION ON SIGNIFICANCE

Gather round the display or prayer focus. Have a moment of stillness to reflect together on belonging to a family, those who have been part of my life and given me life.

# REVEAL

## The family of God in Scripture

**CONTENT:** scripture – tradition – prayers

### STANDARD INDICATOR

Some children will be able to **retell** some of the stories from scripture about Jesus' family. Some children will be able to **describe** some ways in which characters in the Bible lived out their lives.

Some children will be able to **make links** between these stories and what people believe about God and Jesus.

Some children will be able to **give reasons** for certain actions by believers such as Ruth.

Some children will be able to **describe and show understanding** of the roots of Jesus' human family.

Some children will be able to **describe and show understanding** of what Christians believe about how God leads and guides people.

### KEY WORDS

Old Testament, nomad, nomadic

### RESOURCES

- *God's Story 3*
- Bibles
- <http://www.wga.hu>
- <http://www.bible-art.info/Ruth.htm>
- Song of Ruth

## LEARNING FOCUS 1: Jesus had a human family like ours.

### CONTENT

Matthew 1: 1-17 *God's Story 3* page 69, 'A Family Tree.' (It would be useful to have this list on the display as well as on the IWB as it will be referred to in every lesson in this topic.)

Matthew begins with a family tree. He wants his Jewish listeners to know that Jesus is a descendant of Abraham and David, the great king.

This text from the beginning of the Gospel of Matthew tells us about some of the important people in Jesus' family, mainly from the Old Testament. There are many more; not all of them are mentioned here.

### SOME KEY QUESTIONS

- Q Which names do you recognise?
- Q What do you know about them?
- Q Why do you think Matthew started his gospel with this list? (to show that Jesus descended from Abraham and David)
- Q What do you think it tells us about Jesus?

### SOME SUGGESTED ACTIVITIES

- Using the scripture from *God's Story 3* page 69, design a family tree for Jesus. Record and discuss your findings.

## LEARNING FOCUS 2: The story of Abraham, the father of a great nation, who trusted God.

### CONTENT

Abraham is the first person mentioned in Jesus' family tree. God chose him to be the father of God's chosen people. The word Abram means 'great father.' Later on, God called him Abraham which means father of a great nation because he was going to have many descendants. Abraham said "Yes" to God and followed where God led him. He lived in a tent in the desert with his wife Sarah. Tell the story of Abraham. *God's Story 3* page 12. Genesis 12: 1-8, 18 Abraham and Genesis 21: 1-7; *The promised Son: Isaac*.

Listen to John Burland's song Year 4 CD1 Track 1 *Abraham* adapted from Genesis 12,15,17.

#### *Chorus*

God called a very special man  
To be the Father of his clan.  
He shouted out to Abraham,  
"I will be your God!"  
God called a very special man.

Abraham moved far away  
To a land that God did say.  
God promised that he would be  
The Father of a family.

His family would be someday  
A family who'd try to obey  
God's laws of justice and of love  
And share the Kingdom from above.

So Abraham and Sarah, too,  
Believed in God and told this truth:  
There is one God who made us all,  
So listen well and hear his call.

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### SOME KEY QUESTIONS

- Q What did God ask of Abraham?
- Q What did God promise?
- Q What does this tell us about God?
- Q What do you think of Abraham?

### SOME SUGGESTED ACTIVITIES

- Using the information given, describe how Abraham and Sarah lived out their lives by saying 'yes' to God and give reasons for their actions.
- Compose a short piece to show how and why Abraham put his trust in God.

## LEARNING FOCUS 3: The story of Jacob.

### CONTENT

The third person mentioned in the family tree in Matthew's gospel is Jacob the son of Isaac, who was the grandson of Abraham. Using the stories and illustrations in *God's Story 3* page 14, read about *Isaac and Jacob*, Genesis 25: 20-27 and the *Children of Israel*; Genesis 35: 9-15, 23-26. Talk about the life of the nomadic shepherd.

Listen to the song 'Jacob And His Sons' from Joseph and his Technicolour Dreamcoat.

### SOME KEY QUESTIONS

- Q What do you think about Rebecca's and Isaac's attitude to their children? (God knows the gifts of each one and has a purpose for choosing particular people for particular roles)
- Q How do you think God blessed Jacob?
- Q What special part do you think Jacob played in the family tree of Jesus?

### SOME SUGGESTED ACTIVITIES

- Prepare and perform a drama about Jacob's blessing and Esau's discovery of it.
- Draw a family tree (if you have not already done so) starting with Abraham and Sarah, to show how the people in the story are related to one another.
- Research the story of Joseph, son of Israel (Jacob) see *God's Story 3*, pages 15-17 describing who he was and giving reasons for some of his actions.

## LEARNING FOCUS 4: The story of Ruth, King David's great grandmother.

### CONTENT

There were some women mentioned in the family tree of Jesus. One of those was Ruth and this is her story, based on the Book of Ruth.

*There was a famine in Bethlehem where Elimelech and his wife Naomi lived, so they and their two sons moved to another area of their land. Both her sons married local girls, Ruth and Orpah. Naomi's husband and both sons died, so she decided to return to Bethlehem. She told her daughters-in-law Ruth and Orpah, to go back to their families. Orpah left and returned to her family, but Ruth told Naomi that she would stay with her and take care of her. She said "Wherever you go, I will go with you. Wherever you live, I will live. Your people will be my people and your God shall be my God."*

*Naomi was grateful for Ruth's kindness and fidelity, so they both travelled to Bethlehem. When they got there, Ruth went out into the fields after the harvest to glean - that is to see if there was any corn left behind - to feed Naomi and herself. One day whilst she was gleaning, she met Boaz who owned the field. Boaz was very impressed by Ruth's love and care for her mother-in-law, Naomi, so he purposely made sure that more corn was spilt so Ruth would have plenty to take home for them to eat.*

*Boaz loved Ruth and asked her to marry him. They were married and had a son named Obed. Obed then had a son called Jesse, who was the father of David.*

*(God's Story 3, page 37 The Book of Ruth)*

### SOME KEY QUESTIONS

- Q Why do think Ruth stayed with Naomi?
- Q What words could you use to describe Ruth's character?
- Q What do you think of the way Boaz behaved?
- Q How was Ruth living God's way?
- Q Would you like Ruth as an ancestor, explain why?

### SOME SUGGESTED ACTIVITIES

- Using a painting of Ruth and Naomi or Ruth and Boaz, discuss with your talk-partner what you know of the people in the painting. From your learning, add speech bubbles which reflect what the characters are thinking and feeling about faithfulness and loyalty. <http://www.wga.hu> or <http://www.bible-art.info/Ruth.htm>
- Listen to the Song of Ruth 'Wherever you go, I will go.' Compose a 'A Code for Living', based on the story and song.
- Hotseat Ruth to find out why she made the choice of following Naomi. Explore some of the reasons for her actions.

## LEARNING FOCUS 5: Solomon, a wise ruler.

### CONTENT

Solomon was King David's son. Find out about him from *God's Story 3* page 36. Solomon was considered to be a wise ruler. One of the books in the Old Testament is attributed to him. It is called the Book of Proverbs.

### SOME KEY QUESTIONS

- Q What do you think of David's advice to his son?
- Q Do you think that Solomon was a good leader? How can you tell?
- Q What do you think are the qualities necessary for a good leader and why?
- Q Can you think of ways Solomon was like Jesus?

### SOME SUGGESTED ACTIVITIES

- Discuss and complete the chart activity on the Come and See website showing how the sayings of the Book of Proverbs can be applied to everyday life.
- Using a current event/issue within the national or world news, work in pairs or small groups to prepare ways in which Solomon might approach the situation with a view to easing it.

## LEARNING FOCUS 6: Joseph's role in Jesus' life.

### CONTENT

Look once more at Matthew's family tree of Jesus. Notice that the last person to be mentioned before Mary and Jesus was Joseph. Think of everything you know about Joseph. (The children may recall something about him from the school Nativity play.) After small group discussion, put the findings together on the board. We do not have any information about Joseph after the story of the finding of Jesus in the Temple.

Use the story from *God's Story 3* page 77, *Joseph's dream*, Matthew 2: 13-15, 19-23 as an example of Joseph's love and care.

Listen to John Burland's song CD Year 5 CD1 Track 8 *Joseph's Song*.

### SOME KEY QUESTIONS

- Q What kind of man does Joseph seem to be?
- Q What kind of skills do you think he taught Jesus?
- Q How do you picture him? Do you think the paintings and statues of him are good representation or not and why?

### SOME SUGGESTED ACTIVITIES

- Write a character sketch of Joseph, describing the qualities he used to care for his family. Give examples from scripture.
- Look at some pictures of Joseph on the website, to get ideas to design your own a statue or painting or stained-glass window of Joseph for your school. Include symbols of Joseph's role in the life of Jesus and give reasons for your choice.

# RESPOND

Remembering, celebrating and responding to our family trees  
and the family of God in Scripture

## Remember

Start the session with a moment of quiet reflection. Provide each child with the opportunity to engage with questions of meaning and purpose related to the experience of 'People'.

Using the display, children may be able to contribute to the following points through discussion, role-play, drama, art, cue cards etc.

## Ask the children if there is anything they wonder and ask questions about

- Relations in a family tree.
- What they have discovered about their own family roots and their beginnings.

## Provide the opportunity, possibly by one of the means above, for the children to remember

- Some of the important people in Jesus' family.
- One person they have studied and the links between their belief in God and how they behaved.
- How Jesus' family tree helps them to understand how Jesus had a family like their own.

## Rejoice

Remember to plan an end of year topic class celebration. (*Download the Rejoice and Gather Form from the Come and See website.*)

## Renew

The teacher helps each child to make an individual response to what they have understood and celebrated from their own experience and the experience of the Church community.

## Apply their learning

How can I show respect for the people in my family?

## Some suggested ideas

After a time of quiet reflection and prayer, invite the children to:

- Think about something they can do to show gratitude to their family, some kindness or thoughtful word.

## Teacher evaluation

This is ongoing and will inform future teaching and learning, which will include assessment for learning.

## STANDARD SUMMARY

Some children will be able to **ask and respond** to questions about their own and others' experiences and feelings about tracking back family trees.

Some children will be able to **ask questions** about what they and others wonder about family trees.

Some children will be able to **retell** some of the stories from scripture about Jesus' family.

Some children will be able to **describe** some ways in which characters in the Bible lived out their lives.

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Some children will be able to **make links** between these stories and what people believe about God and Jesus.

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## CHURCH TEACHING

This is an outline of the teaching of the Church covered in **PEOPLE**:

- The genealogy of Jesus in the Gospel of Matthew.
- Jesus' human family.
- The story of Abraham, the father of God's chosen people.
- The story of Jacob.
- The story of the love and fidelity of Ruth.
- Solomon, the wise ruler.
- The role of Saint Joseph in Jesus' life.