



Support Material Unit: 3

for RE Framework Outcome 2.4-3

Topic: Mary MacKillop proclaiming the Good News

STANDARD:	2 (Years 3 & 4)
STRAND:	BELIEVING
KEY IDEA:	4

Website: Updated electronic copies of this and other Units are available at

<http://re.cesa.catholic.edu.au>

Status of Unit

The Support Material Units are designed to accompany the *Crossways Religious Education Framework* as a set of resources and samples to illustrate how each of the Framework Learning Outcomes could be expressed and achieved. It is assumed that teachers who choose to access these Support Material Units will adapt and develop them as a result of their own professional experience. In responding to local needs, school religious celebrations, special events and the other 'teachable moments', teachers are encouraged to develop their own units, faithful to the Framework Learning Outcomes. Such professional initiative is strongly encouraged.

This unit package suggests a topic and teaching and learning ideas that assist students achieve a particular RE Learning Outcome. There would be other topics and unit designs that would also enable students to achieve the Framework Learning Outcome. There may also be other Learning Outcomes that could be linked with this topic (see the *Exploring Other Possibilities* section). *Crossways* Section B-10 provides supporting documentation about how to interpret and use Support Material Units.

Some Support Material Units has been developed by Catholic Education South Australia utilising the Parramatta *Sharing Our Story* Curriculum, and grateful acknowledgment is given to the Parramatta Catholic Education Office for its permission to use and adapt its *Sharing Our Story* materials.



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UNIT OVERVIEW **Mary MacKillop: Proclaiming the Good News**

Unit 2.4-3

Unit Focus

In this unit, Students will reflect on the life and ministry of Mary MacKillop and her companions as a model for discipleship today.

STANDARD	ESSENTIAL LEARNINGS
<p style="text-align: center;">2 (ie Years 3& 4 typically)</p> <p>STRAND: Believing</p>	<p><i>Learners will engage with the Essential Learning of:</i></p> <p>Identity - Seeking ways to use individual gifts for the life of the community.</p> <p>Interdependence – working as a group to promote the mission of the Church in the world.</p> <p>Futures- Identify ways in which people can participate actively in the life of the Church.</p>
KEY IDEA	SPECIFIC UNIT OUTCOMES
<p>4 Church and Community</p> <p>Students critically reflect on change in the praying, believing, living and celebrating church as it engages with the world.</p> <p>F/W LEARNING OUTCOME</p> <p>2.4 <i>Towards the end of this Standard, the student...</i></p> <p>Researches and presents examples of the Church’s mission to proclaim the Good News of Jesus.</p>	<p><i>By the end of this unit, students should be able to:</i></p> <p>O1 explores aspects of the parable ‘The Good Samaritan’ insofar as it demonstrates the meaning of the ‘Good News’ of God</p> <p>O2 names key aspects of the life of Mary Mackillop and her religious sisters</p> <p>O3 creates a time line situating Mary MacKillop within significant events in church and society during her life-time.</p> <p>O4 explores the relevance of Mary MacKillop for today</p> <p>O5 creates an image of Mary MacKillop and the Josephite sisters engaged in ministry</p> <p>O6 celebrates the life of Mary MacKillop in prayer.</p>

CATHOLIC TRADITION STATEMENTS

Many of the following concepts are expanded in the *Theological and Educational Background* section, together with scripture references where relevant.

- When people use their gifts they are serving the community and helping to spread the Reign of God 2.4
- The Church is a community of believers called to continue the mission of Jesus. 2.4
- Jesus taught that everybody should be treated with respect. In turn, the Church teaches that Christians have the responsibility to build a better world for all people. 2.4
- Everyone is called to work for a more just community CCC1913 2.8
- Throughout the Christian story, there have been those who responded to the call to discipleship, some of whom the Church has named as saints. 2.5
- 2.5

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INVITATION TO FAITH

Within this unit students can be invited to:

- Reflect on ways in which they can be 'Good News' for others.
- Appreciate the work and motivation of Christian disciples from the past.

STUDENT CONTEXT

The growing gap between rich and poor is increasingly evident within Australian society. Students in the primary years are able to recognise the needs of others who are less fortunate, and are generally enthusiastic about responding when exposed to the plight of the poor and disadvantaged. In this there are opportunities for students to recognise their role in the mission of the Church.

FRAMEWORK OUTCOME SEQUENCE

Outcome 1.4 <i>From previous Standard</i>	Outcome 2.4 <i>Outcome from this Standard</i>	Outcome 3.4 <i>From next Standard</i>
Identifies special people, symbols, rituals and places associated with the Catholic community to develop a sense of Catholic identity.	Researches and presents examples of the Church's mission to proclaim the Good News of Jesus.	Evaluates the Church's mission to be an inclusive and celebrating Eucharistic community and explores the Church's work for religious unity and peace.

EXPLORING OTHER POSSIBILITIES

RE Framework Outcome	2.4	Other Options
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CURRICULUM LINKS

Other Learning Areas:

- The Arts: Drama, Music and Visual Arts
- English: Text and Context, Language
- ICT
- Society & the Environment: Society and Cultures

THEOLOGICAL AND EDUCATIONAL BACKGROUND

A consciousness of the significance of Saints has long been part of the Christian tradition. Over the centuries the Church set forth the saints as examples of those who lived exemplary lives in the following of Christ. They were people who modelled great faith and many suffered and died for their beliefs. The Saints of heaven could intercede for those who prayed to them and they merited public honour and recognition by the Church.

The Vatican II Council gave emphasis to the 'Communion of Saints', a rich symbol that speaks to us of relationship and helps us to understand that we belong to a community of people living and dead who are graced by God. The saints are our companions as we strive to live the Christian life. This communion helps us not just to remember the past but to turn towards the future with hope. It gives us a sense of who we are, where we come from and what we hope to become. In the 'communion of saints we find women and men who have courageously given flesh to Gospel values and whose very lives point us towards the life, death and resurrection of Jesus.

The saints are best understood within their own historical and cultural contexts, for only then can we really appreciate the radical nature of their lives. Without this the saints can too easily become romanticised to the point where they can seem irrelevant.

Pope John Paul II declared Mary MacKillop 'Blessed' in Sydney Australia in 1995. This was an important step towards formal acknowledgement of Mary as Australia's first saint. Blessed Mary MacKillop, known as Mother Mary of the Cross, was born in Melbourne in 1842. Her family emigrated from Scotland and as the eldest child she carried many family responsibilities. When Father Julian Tenison Woods met Mary in 1861 he was inspired by her faith and strong desire to serve God. They shared the belief, uncommon for that time that Catholic education should be accessible to all children including the poor and those living in isolated areas. Their deep spiritual insight into the abiding presence of God and their conviction that they could make a difference

In 1866 Mary became the first Sister, and Mother Superior, of the newly formed Order of the Sisters of St Joseph of the Sacred Heart, the first religious order to be founded by an Australian. Inspired and encouraged by Fr Woods, Mary opened the first Saint Joseph's School in a disused stable in Penola, South Australia. From these humble beginnings her vision grew as she addressed the needs of her day, setting up orphanages, caring for the homeless and providing refuges for ex-prisoners who wished to make a fresh start in life.

She died on August 8, 1909 in the convent in Mount Street, North Sydney where her tomb is now enshrined.

Mary MacKillop and her sisters were a wonderful example of people who gave shape to the Gospel and took seriously their baptism call to discipleship.

Today there are Sisters of St. Joseph working in a number of fields in Australia, New Zealand, Ireland, Peru and Brazil. There are also the Federation Sisters of St. Joseph as well as a number of groups such as the Josephite Associates, Young Josephites and Josephite Partners who strive to live out the Josephite charism in daily life.

SCRIPTURE (in the context of this section)

Mk 1:16-20 The call to discipleship

Matt22: 34-40 The greatest commandment

Matt19: 13-15 Jesus blesses little children

Lk 10:25-37 Parable of the Good Samaritan

General Resources

- CRIS (Catholic Resource Information Service) <http://www.adelaide.catholic.org.au/sites/CatholicResourceandInformationService/>
- CESA Crossways RE Framework website <http://re.cesa.catholic.edu.au>
- Your own school's library database and RE intranet site.

Student Resources

Key References

- *The Story of Mary MacKillop*, Bernadette Doyle rsj, Lila El-Hage, Anne Walsh, John Garratt Pub, Vic, 1995
- *Mary MacKillop: A Resource Book*, Theresa Swiggs rsj, Jane Kowalczyk rsj, Mary Jacquier, Jackie McMahan, S.A. 1995.
- DVD, 'Mary' first produced by Ronin films, 1995 (available for loan at C.R.I.S)

Other

- Mary MacKillop Museum,
19 Phillips St, Kensington, S.A.
Tel: 08 8130 5910
Email: info.mmprecinct@sosj.org.au
- Mary MacKillop Place Museum
7 Mount Street
North Sydney NSW 2059
Tel: (02) 8912 4878
Email: mackillop@sosj.org.au
- Mary MacKillop Penola Centre
PO Box 231, PENOLA, SA 5277
Tel: 08 8737 2092
Email:
mackillop@penola.limestonecoast.net

Teacher Resources

William Modystack, *Blessed Mary MacKillop, A Woman Before Her Time*, Lansdowne Publishing, 1995.

Leslie O'Brien, *Mary MacKillop Unveiled: Australia's First Saint*, John Garratt Pub, Vic, 1994, 2008

Paul Gardiner s.j, *An Extraordinary Australian: Mary MacKillop*, E. J. Dwyer, NSW, 1994

Mary MacKillop Precinct Adelaide
<https://www.marymackillopadelaide.org.au/education/teacher-resource/>

Web and eLearning

Catholic Education Office, Archdiocese of Brisbane 'Learning object' Mary MacKillop

<http://www.bne.catholic.edu.au>

TEACHING, LEARNING AND ASSESSMENT STRATEGIES

The variety of strategies below are grouped into the four quadrants of the *Integral Learning Theory Model* of Julia Atkin (<http://www.sacsa.sa.edu.au/link.asp?ID=FRAMEWORK:K2.2B:TAG>).

Quadrant A (Blue): KNOW THE THEORY - Strategies that involve clarifying, analysing, defining, debating, formulating, establishing procedures.

- Students walk a time-line *identifying* connections between the life of Mary MacKillop and her world and the life of the students and their own world.
- *Think, pair, share:* In what ways does Mary MacKillop remind you of the 'Good Samaritan'?
- *Record* and similarities and differences between the two stories
- Using the collage, Y charts and notes students *write* a short story on 'Mary MacKillop, why she is 'Good News' for today'.

STANDARD: 2	(ie, Years 3& 4 typically)	BAND: Primary Years
KEY IDEA: 4 <i>Church and Community</i>	Students critically reflect on change in the praying, believing, living and celebrating church as it engages with the world.	STRAND: Believing
RE F/W LEARNING OUTCOME 2.4	Researches and presents examples of the Church's mission to proclaim the Good News of Jesus	

Quadrant B (Green): KNOW THE FACTS AND HOW TO - Strategies that involve gathering information, following rules and procedures, consolidating facts, developing skills

- Using information gleaned from their research students *create* a large time-line in the playground and key information is *recorded* in relation to key aspects of the life and work of Mary MacKillop, paying attention to the particular needs she tried to address.
- Using the Archdiocese of Brisbane 'Learning object' *Mary Mackillop* and other listed websites and resources, students *research* key aspects of the life of Mary Mackillop. Students are encouraged to pay attention to her particular context.
- *Invite* a Sister of St. Joseph of the Sacred Heart to talk about the significance of Mary MacKillop for today, *list* important points.
- *Research* the life of Mary MacKillop at one of the Mary MacKillop Centres listed above.
- View short selections of the film *Mary* and make notes about key aspects of her life

TEACHING, LEARNING AND ASSESSMENT STRATEGIES

Assessment: strategies listed on this double page can be selected and negotiated with students for assessment purposes, and can include: Self, Peer and Teacher assessment, Informal/Formal and Formative/Summative assessment, assessment *for, of* and *as* learning, etc.

Quadrant D (Yellow): KNOW CREATIVELY AND LATERALLY - Strategies that involve exploring, designing, developing models, finding patterns, metaphor-making, connecting

- Display a variety of images of Mary Mackillop and *discuss* what they tell us about her values and priorities.
 - Using 'Godly Play' *tell* and *reflect* upon the parable of the Good Samaritan (Lk 10:25-37). *Discuss* the meaning of the parable and what Jesus tells us about the 'Good News' of God through this parable.
- Drawing on their research students use art material to *create* a collage of Mary MacKillop and the early Josephite sisters engaged in ministry
 - Create a Y chart from the perspective of the suffering man student's discuss: what does the Samaritan look like, feel like, sound like? Feed back in groups: **group 1** presents by drawing or painting, **group 2** presents through mime, **group 3** presents through percussion instruments.

- O1** explores aspects of the parable 'The Good Samaritan' insofar as it demonstrates the meaning of the 'Good News' of God
- O2** names key aspects of the life of Mary Mackillop and her religious sisters
- O3** creates a time line situating Mary MacKillop within significant events in church and society during her life-time.

- O4** explores the relevance of Mary MacKillop for today
- O5** creates an image of Mary MacKillop and the Josephite sisters engaged in ministry
- O6** Through prayer celebrates the life of Mary MacKillop

Unit Outcomes

Quadrant C (Red): KNOW BY RELATING AND FEELING - Strategies that involve discussing, experiencing, sensing, intuiting, relating to self/others, expressing, developing attitudes

- In small groups students *create* a Y chart from the perspective of the suffering man, student's discuss: what does the Samaritan look like, feel like, sound like?
- Using the insights gained from their activities students *create* a simple prayer service to *celebrate* together the life of Mary MacKillop.
- *dramatise* the story of the Good Samaritan
- Working in pairs students *name* ways in which they are 'Good News' for others.

A SAMPLE UNIT OF TEACHING, LEARNING AND ASSESSMENT STRATEGIES

The following teaching and learning pathway models how teaching, learning and assessment strategies from the previous pages can be selected and structured into a teaching program.

Topic: Mary MacKillop proclaiming the Good News

Unit 2.4

STANDARD: 2	(ie, Years 3 & 4 typically)	ELs: Id, C, In
KEY IDEA: 4 <i>Church and community</i>	Students critically reflect on change in the praying, believing, living and celebrating church as it engages with the world.	STRAND: Believing
RE F/W LEARNING OUTCOME 2.4	Researches and presents examples of the Church's mission to proclaim the Good News of Jesus.	
SPECIFIC LEARNING OUTCOMES	<p>O1 <i>explores</i> aspects of the parable 'The Good Samaritan' insofar as it demonstrates the meaning of the 'Good News' of God</p> <p>O2 <i>names</i> key aspects of the life of Mary Mackillop and her religious sisters</p> <p>O3 <i>creates</i> a time line situating Mary MacKillop within significant events in church and society during her life-time.</p> <p>O4 <i>explores</i> the significance of Mary MacKillop for today</p> <p>O5 <i>creates</i> an image of Mary MacKillop and the Josephite sisters engaged in ministry</p> <p>O6 <i>celebrates</i> the life of Mary MacKillop in prayer.</p>	

ASSESSMENT APPROACH OVERVIEW *for assessment for/of/as learning.*

The following teaching and learning pathway models how teaching, learning and assessment strategies from the previous pages can be selected and structured into a teaching program.

Focussing and Introductory Activities

- ❖ Display a variety of images of Mary Mackillop and discuss what they tell us about her values and priorities.
- ❖ Put along-side these images a picture illustrating the parable of the 'Good Samaritan' discuss any common features between the two groups of images and record.

O1 *explores* aspects of the parable 'The Good Samaritan' insofar as it

Notes

1 lesson

2 lessons

demonstrates the meaning of the 'Good News' of God

- ❖ Using 'Godly Play' tell and reflect upon the parable of the Good Samaritan (Lk 10:25-37). Discuss the meaning of the parable and what Jesus tells us about the 'Good News' of God through this parable.
- ❖ In small groups students create a Y chart from the perspective of the suffering man student's discuss: what does the Samaritan look like, feel like, sound like?
- ❖ In small groups, think, pair, share: In what ways does Mary MacKillop remind you of the 'Good Samaritan'? Students record their thoughts.

Alternatively the parable could be dramatised.

This could be fed back in groups: **group 1** presents by drawing or painting, **group 2** presents through mime, **group 3** presents through percussion instruments.

O2 names key aspects of the life of Mary MacKillop and her religious sisters

2-3 lessons

- ❖ Using the Archdiocese of Brisbane 'Learning object' *Mary Mackillop* and other listed websites and resources students research key aspects of the life of Mary Mackillop. Students are encouraged to pay attention to her particular context.
- ❖ Students view sections of the film *Mary* making notes on key aspects of her life.

O3 creates a time line situating Mary MacKillop within significant events in church and society during her life-time.

2 lessons

- ❖ Using information gleaned from their research students *create* a large time-line in the play-ground and key information is *recorded* in relation to key aspects of the life and work of Mary MacKillop, paying attention to the particular needs she tried to address.

Use a digital camera to record this information.

O4 explores the significance of Mary MacKillop for today

2-3 lessons

- ❖ Students *invite* a Sister of St. Joseph of the Sacred Heart to talk about the significance of Mary MacKillop for today, *list* important points.
- ❖ Using the Y charts and notes students write a short story on 'Mary MacKillop, why she is 'Good News' for today'.

The Josephite Province Centre may be a valuable resource for information.

Alternatively *research* the life of Mary MacKillop at one of the Mary MacKillop Centres listed above.

Working in pairs students name ways in which they are 'Good News' for others.

O5 creates an image of Mary MacKillop and the Josephite sisters engaged in ministry

Teacher assessment

Short story

Drawing on their research students use art material to create a collage of Mary MacKillop and the Josephite sisters engaged in ministry

2 lessons

Alternatively a painted or mosaic mural could be created.

06 celebrates the life of Mary MacKillop in prayer.

- ❖ Using the insights gained from their activities students create and celebrate a simple prayer service to celebrate the life of Mary MacKillop.

1-2 lessons

Crossways Section B-10 provides supporting documentation about how to interpret and use this and other Support Material Units.

Essential Learnings and Key Competencies Legend

Essential Learnings

Key Competencies

C	Communication	KC1	Collecting, analysing and organising information
F	Futures	KC2	Communicating ideas and information
Id	Identity	KC3	Planning and organising activities
In	Interdependence	KC4	Working with others in teams
T	Thinking	KC5	Using mathematical ideas and techniques
		KC6	Solving problems
		KC7	Using technology