

Easter lesson plan

Strands

History

Organisation and communication: select, recall and organise historical information with increasing independence and accuracy.

Literacy

- Oracy: respond thoughtfully to others' ideas, asking pertinent questions.
- Reading: read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them; collate and summarise relevant information
- Writing: plan writing making choices about the best ways to present content for effect; adapt structures in writing for different contexts; select and organise ideas and information to give a clear and full account identify areas for improvement in their writing, edit and redraft.

Guiding question: What is the history behind Easter and why do we celebrate it?

Key teaching points

About the concept:

Easter is the holiest day of the year for Christians. It celebrates their belief in the resurrection, or the rising from the dead, of Jesus. Jesus was the founder of the religion of Christianity. Easter is always observed on a Sunday, but its date varies. It can fall on any Sunday between 22 March and 25 April.

Learning outcomes:

- understand the historical background behind Easter
- recognise what lent is and how it can benefit individuals
- write a persuasive article based on knowledge gained and discussions in the lesson.

Differentiation: through peer support and mixed-ability groupings, varied questioning techniques

- Aim 'what' questions at lower ability, selecting key information and aim 'how' question at more able to develop interpretation and analysis skills.
- For more able, learners need to use a variety of advanced literary devices within their article (e.g. tripling) whereas lower ability may choose one or two that they aim to use (e.g. adjectives).
- For SEN, ensure they have a confident pupil assessing their work who can give constructive feedback of their article.

Materials

- Projector and board
- Books, pens and pencils
- Whiteboards (optional)
- Homework worksheet

Key vocabulary

- Easter
- Ash Wednesday
- Good Friday
- Lent
- Shrove Tuesday
- Resurrection
- Roman Catholics
- Protestants
- Eastern Orthodox Christians

Progression of learning and teaching

Introduction: slide 1 and 2 (5 minutes)

Introduce the title/topic and learning objects for the lesson.

Lesson starter: slide 3 (5 minutes)

Ask learners to draw symbols and words based on what they associate with Easter for 2 minutes before feeding back to the class.

Teaching suggestions: To challenge more able learners, ask 'why' questions. For instance, '*why do you think chocolate eggs are a symbol of this day?*'

Main teaching: slide 4 (5 minutes)

Introduce background behind the Easter holiday and the history around it. Read information through with the class.

Teaching suggestions: Get the learners to highlight any words they do not understand (see vocabulary list) and either a) search for the answer using Hwb/Britannica or ask peers.

Ask learners to read from board to enhance literacy skills.

Quiz: Slide 5 and 6 (5 minutes)

Assess the learners on what they learnt from the information provided through a quiz and then ask them to reflect on this, listing 3 things they have learnt about Easter so far.

Teaching suggestions: This can be done as a class to differentiate harder questions or individually using whiteboards to answer the questions.

Main Teaching: slide 7 (5 minutes)

Read information about Lent specifically with the class.

Quiz: slide 8 (5 minutes)

Assess the learners on what they learnt from the information provided through a quiz.

Teaching suggestions: This can be done as a class to differentiate harder questions or individually using whiteboards to answer the questions.

Discussion: slide 9 (5 minutes)

In pairs, learners are to discuss 'how do you think Lent could benefit you?' before sharing their ideas with the class.

Writing task: slide 10 (15 minutes)

Learners are to write an article for their school explaining what lent is and persuading them to take part based on what they have learnt and discussed.

Teaching suggestions: Allow more able to create success criteria for the article. This will then help guide less able learners through the activity, having more clear objectives.

Encourage more able to use several persuasive techniques whereas learners with additional learning needs can focus on embedding one or two into their writing.

Plenary task: slide 11 (10 minutes)

Ask learners to assess their partner's work looking at the key points highlighted to them.

Teaching suggestions: Allow learners to have time to write down what they could have done to improve. In particular, more able learners can give feedback to the class example of techniques they used and why it was effective.

Summary: Slide 12 (5 minutes)

Recap the learning objectives with the learners and show them where they could develop their knowledge further.

Assessment methods

- Think- pair- share
- Peer assessment
- White boards (Quiz – Slides 5 and 7)
- Extended writing (lesson).
- Targeted questioning
- Feedback from discussion
- Questioning:
 - **Slide 3:** What do you already know about Easter? Where and when did this holiday start? Why did you choose these symbols?
 - **Slide 6:** What have you learnt so far that you did not know before?
 - **Slide 7:** Before we start, what is Lent? Where did this come from?
 - **Slide 8:** How could lent benefit you? Should lent be compulsory?
 - **Slide 9:** What persuasive techniques could you use in your article?
 - **Slide 10:** What was good in your partner's work? What techniques were used in the article that was effective?