

The birth of Jacob and Esau (Genesis 25:19-28)

Note: This is the initial story – learners will build their understanding and ability to think more deeply about these texts as they hear each story, and when they know all stories then you can expect to hear learners talking about a much deeper understanding of the different layers of meaning in these stories, as they will see an overall story rather than an introduction (as this text is).

Phases of inquiry learning	Strategies to build learners' thinking about the text	Pedagogies to activate learning
<p><i>Build familiarisation</i></p> <p>Teach unfamiliar words, people, places, the context – to enable learners to make some sense of the story the first time they hear it.</p>	<p>Unpacking key vocabulary and concepts from the text:</p> <p>Sibling rivalry: Who has a brother or a sister that they love but they also compete with? Why might this happen? Who knows anything about the rivalry between Mufasa and Scar in the Lion King?</p> <p>Birthright: The birthright is the privilege that the oldest child in a family got back then. When the parents in a family died, the oldest child inherited most of the money and became the leader of the family.</p> <p>Descendants: It is important that the students understand that these people who made all of these promises to God are the Grandparents of the characters of the focus story for this unit.</p> <p>What is a descendant? Explore the concept of descendants (Link to the Disney movie descendants – what does it mean in the movie? Why was it important to these characters that they had descendants? It was the hope of the parents that their children would carry on their work.</p>	<p><i>Literacy rich:</i> Explore the meaning of each work and add to an anchor chart for display or add to class Bible Dictionary: View this clip from the Lion King: https://www.youtube.com/watch?v=rRnvttoxaiMI</p> <p><i>Scripture storytelling:</i> Revise the story of Sarah and Abraham, with storytelling using little figures (ask learners what they remember about Abraham and Sarah wandering through the desert – What promises did God make to them?). What do we know about descendants?</p> <p><i>Literacy rich:</i> Create anchor charts with family tree of Jacob and Esau, vocabulary for the wall of the RE space in the classroom- just need to do Jacob and Esau from Rebekah and Isaac as descended from Abraham and Sarah.</p> <p><i>Learner responsiveness:</i> Each learner creates their own family tree with the children illustrating who they are</p>

	<p>Descendants means the same in the Bible – the children of Rebekah and Isaac are descendants of Abraham and Sarah, and we know that God promised Sarah and Abraham that their family would have many great leaders.</p>	<p>descendants of and that their children will be their descendants.</p>
<p><i>Explore and investigate the text</i></p>	<p>Read the story together. What happens? Who are the characters in this story? What have we learnt about them through this story? What questions do you have about any of the characters / people in this story?</p> <p>Read this section of the story together a second time. This time, what do you notice? What do you wonder? Encourage learners to identify words of significance, content in the text that might signal the author is talking about more than 2 boys who seem to fight a lot.</p> <ul style="list-style-type: none"> • I wonder why Esau is named after a place that has a lot of red soil? Use the footnotes in the NABRE and CEV translations on Biblegateway to find insights into the text, and read the Catholic Study Bible to learn about this text so you can share key insights (clues) with learners. • Did you know that Esau, in Hebrew, means red and hairy? 	<p><i>Literacy rich:</i> Print the text and allow learners to highlight key words, concepts and phrases, then share their ideas about the text.</p> <p><i>Scripture storytelling and learner agency:</i> Students can choose different ways to retell the story each day. Options include: whiteboard drawing, using puppets or little wooden 'people', interviewing characters 'the day after the event', conducting a hotseat interview or writing a journal entry imagining being one of the characters.</p> <p><i>Scaffolding:</i> Create a character profile for Jacob and Esau to show the information we can learn about each character. Add to the character profile each time the next part of the story is read.</p>
<p><i>Deepen dialogue by critically thinking about the text</i></p>	<ul style="list-style-type: none"> • I wonder why the author is suggesting that Esau is like a country (a nation)? • How might the author want readers to think about Jacob then? Could Jacob be like a country (a nation)? 	<p><i>Scripture storytelling:</i> Conduct an interview between characters.</p> <p>Set up small groups to consider rich questions about the text. Why might the author have</p>

	<ul style="list-style-type: none"> How might the author be showing us that the story of these two boys is really like the story of Israel against a stronger nation? 	written this story? Which character is really doing what God wants in this story? How do we know? What can we learn about God through this story? What do you think about a character's actions and why?
Applying to life	<p>Have you ever had a new baby arrive in your family?</p> <p>Do you know a family who have twins?</p> <p>Do siblings in families always get along well?</p>	<p><i>Deepening dialogue:</i></p> <p>Find a partner and share your responses to this question:</p> <p>This story makes me think that life in families...</p>