



Grade 12 - Bible as Literature: Unit 2 - In the Beginning - The Book of Genesis

Unit Focus

In this unit, students acquire the discreet skills of biblical exegesis formulated by Judeo-Christian scholars over millennia: Plain Sense Reading teaches students how to check for comprehension; Inquiring Reading teaches students how to question biblical texts, a practice that uncovers deep historical and literary truths; Allegorical Reading challenges students to view the Bible more as a collection of symbolic stories rather than objective fact; and Thematic Reading which requires students to examine the Bible for events meant to impart universal lessons about the human condition. These skills will allow students to read the Bible as a historical document of high literary merit, the only approach to biblical study allowed in public schools, according to Abington v. Schempp (1963).

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core English Language Arts: 11-12 <ul style="list-style-type: none">Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.ELALITERACY.RL.11-12.1)Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS.ELA-LITERACY.RL. 11-12.2)Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (CCSS.ELA-LITERACY.RL.11-12.6)Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELALITERACY.SL.11-12.1) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none">Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	<i>Students will be able to independently use their learning to...</i> T1 Use strategies to comprehend increasingly complex texts. T2 Evaluate the author's message and purpose, citing text evidence to support conclusions. T3 Compare and contrast literary patterns across texts to engage with traditional characters, motifs and lessons.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Readers support their conclusions (inferences and interpretations) by citing evidence within the text. U2 Readers recognize that authors don't always say things directly or literally; sometimes they convey ideas indirectly (e.g. metaphor, satire, irony) U3 Readers and writers engage in discourse to suspend judgment, consider multiple perspectives, and become independent thinkers. U4 By comparing texts, readers often gain greater insights into those texts. U5 Readers question everything. U6 Biblical scholars argue that man and woman are created in the image of God, giving them dominion over the natural world.	<i>Students will keep considering...</i> Q1 What is this text really about? Q2 How do authors use characters to teach readers about real people and problems? Q3 How do I support and prove my thinking? Q4 What questions are important to ask? What is worth investigating?

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 "Free will" according to Genesis</p> <p>K2 The purpose and meaning of covenants</p> <p>K3 Vocabulary: covenant, dominion, dichotomy, monotheistic, free will, patriarchs</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Applying the four analytical lenses (plain sense, inquiring, allegory, and theme) to better understand the Bible</p> <p>S2 Identifying the key differences between Jewish and Christian interpretations of major events in Genesis (For example: Many Christians view the Binding of Isaac in Genesis 22: 2-8 as a precursor to God sacrificing Jesus in the New Testament, whereas many Jews view the Binding as an exploration of faith.</p>