Grade 12 - Bible as Literature: Exam - Independent Inquiry-Based Bible Study

Unit Focus

Students required to take an exam in Bible as Literature will choose from one of the Gospels or one segment of the Book of Revelation for independent group study. Students will bring to bear all that they have learned in the course thus far to demonstrate mastery of essential skills like Close Reading (plain sense, inquiring, allegorical, and thematic); Socratic discussion; and forging meaningful text-to-text, text-to-self, and text-to-world connections using evidence from multiple texts.

Stage 1: Desired Results - Key Understandings

Standard(s)

Common Core
English Language Arts: 11-12

- 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)
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS.ELA-LITERACY.SL.11-12.1.A)
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS.ELA-LITERACY.SL.11-12.1.C)

Transfer

Students will be able to independently use their learning to...
T1 Use strategies to comprehend increasingly complex texts.
T2 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence.
T3 Evaluate the author's message and purpose, citing text evidence to support conclusions.
T4 Compare and contrast literary patterns across texts to engage with traditional characters, motifs and lessons.
T5 Identify and critique the merit and purpose of a text, citing craft, structure and organization to justify opinion.
T6 Synthesize information from a variety of sources to take and support a position.

Meaning

Understanding(s)

Students will understand that...
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 notice and note what an author tells them / leaves out, and considers connections to what they think they know to develop questions that lead to the design of research
U4 Readers and writers gather evidence during discussions in order to prepare for future discussion and follow up writing.
U5 Audience and purpose influence the structure, language, and style to achieve a goal effectively.

Essential Question(s)

Students will keep considering...
Q1 How and why do readers develop questions worthy of research and inquiry?
Q2 How do readers and writers collaborate to come to a new understanding or position about a topic?
Q3 What is this text really about?
Q4 What techniques/craft moves do authors use to match their purpose and message to their audience?
Q5 How do I capture ideas that are important to me? What ideas are worth growing? How do I do that in my writing?
Q6 How does style impact message?

Stage 1: Desired Results - Key Understandings		
	Acquisition of Knowledge and Skill	
Madison Public Schools Profile of a Graduate • Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. (POG.1.1) • Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)	**Knowledge**	**Skill(s)**
	Students will know... **K1** The purpose of Apocalyptic literature. **K2** The multitude of ways Christians view Revelation.	*Students will be skilled at...* **S1** Close Reading: Plain Sense, Inquiring, Allegorical, and Thematic **S2** Identifying and analyzing historical context **S3** Synthesis of fact, faith, and close reading gives us a much clearer understanding of the seemingly unrelated works that conclude the Old Testament.