



Grade 12 - Bible as Literature: Unit 5 - Inquiry Based Biblical Research: The Old Testament

Unit Focus

In this inquiry-based unit, Bible as Literature students will choose one of the later books of the Old Testament 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)	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.ELA-LITERACY.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 the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS.ELA-LITERACY.RL.11-12.3)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)	<i>Students will be able to independently use their learning to...</i> T1 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence. T2 Comprehend and engage with a variety of texts in order to become independent, critical thinkers. T3 Compare and contrast informational and literary texts to synthesize information to grow and change a position. T4 Compare and contrast literary patterns across texts to engage with traditional characters, motifs and lessons. T5 Research and present information to expand knowledge and understanding of a topic.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Readers use text structures and features to understand, question, and interpret text. U2 Readers and writers come to discussions prepared with text evidence to support their ideas or point of view. U3 Readers reflect on their own schema and bias in order to suspend judgment and consider alternate perspectives. U4 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema). U5 Effective writing is supported with sound evidence, sufficient detail, and/ or valid reasoning.	<i>Students will keep considering...</i> Q1 How and why do I choose what I read? Q2 How and why do readers develop questions worthy of research and inquiry? Q3 How do readers and writers collaborate to come to a new understanding or position about a topic? Q4 How do authors use characters to teach readers about real people and problems? Q5 How do readers analyze a problem and present their own position? Q6 Because of the inquiry-based nature of this unit, as well the fact that there is a major element of student choice in this unit,

Stage 1: Desired Results - Key Understandings

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)

chapter-specific essential questions have been crafted:

Chapter 14: How do we practice faithfulness and selflessness?

Chapter 15: Why does God have such an inconsistent role in the wisdom books?

Chapter 17: What is the purpose of suffering -- is there actually one?

Chapter 18: How is womanhood defined by society? Is this definition static or dynamic?

Chapter 19: Why does apocalyptic literature have timeless appeal?

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 The books of the Ketuvim (Hebrew, writings), the third - and final - part of the Old Testament.

K2 About the struggles for equality women have throughout the Bible.

K3 Vocabulary: the cardinal virtues: prudence, justice, temperance, and fortitude; the seven deadly sins: pride, envy, avarice, lust, sloth, anger, and gluttony, Apocalyptic literature, Theodicy.

Skill(s)

Students will be skilled at...

S1 Close Reading: Plain Sense, Inquiring, Allegorical, and Thematic

S2 Identifying and analyzing historical context

S3 Synthesizing fact, faith, and close reading gives us a much clearer understanding of the seemingly unrelated works that conclude the Old Testament.