

Bible as Literature Unit 1 - Why Study the Bible?

Unit Focus

This launch unit focuses on the *how* and the *why* of biblical study. Beginning with the United States Supreme Court decision (Abington v. Schempp (1963) that allows the Bible to be studied as a historical and literary work in an unbiased, non-devotional, non-denominational fashion, students will analyze this case law and apply it to Steve Green's *Museum of the Bible Curriculum*, deciding whether or not it adheres to the court's ruling. With a clear understanding of the objective, secular nature of this course, students will then examine the pedagogy that supports it: The Bible as Literature is a course designed to prepare students to analyze and understand the myriad biblical allusions that they will encounter in their study of art, history, law, literature, music, philosophy, etc. as undergraduates.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Common Core Standards <i>English Language Arts : 12</i> <i>919558 Reading Literature</i></p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.RL.11-12.2 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.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <i>919579 Writing</i> CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>919597 Language</i> CCSS.ELA-LITERACY.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 	<p>T1 Evaluate the author's message and purpose, citing text evidence to support conclusions.</p> <p>T2 Synthesize information from a variety of sources to take and support a position.</p> <p>T3 Compare and contrast literary patterns across texts to engage with traditional characters, motifs and lessons.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Readers support their conclusions (inferences and interpretations) by citing evidence within the text.</p> <p>U2 Readers and writers engage in discourse to suspend judgment, consider multiple perspectives, and become independent thinkers.</p> <p>U3 The Bible is viewed by many as a sacred text that has influenced all of Western culture.</p> <p>U4 There are reasons, other than religious, for reading the bible.</p>	<p>Q1 Why study the Bible?</p> <p>Q2 How do allusions impact our understanding of a text?</p> <p>Q3 How do I support and prove my thinking?</p> <p>Q4 How do readers analyze a problem and present their own position?</p>
	ACQUISITION OF KNOWLEDGE AND SKILL	
KNOWLEDGE	SKILLS	
<p>K1 The 1st Amendment and the Supreme Court decision in</p>	<p>S1 Identifying and analyzing biblical allusions to understand</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p>Student Growth and Development 21st Century Capacities Matrix <i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. • Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. 	<p>Abington v. Schemmp (1963)</p> <p>K2 Vocabulary: devotional, separation of church and state, allusion, secular, non-denominational</p>	<p>their impact on a reader's understanding.</p> <p>S2 Assessing the constitutionality of Bible study in American public schools</p>
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