

Bible as Literature Unit 3 - The Promised Land - Exodus

Unit Focus

What would life be like without laws? The first two books of the Bible provide a disturbing answer to this question: a world of vice and indulgence ranging from drunkenness and murder, to incest and rape; a lawless world in which God's punishments are of the harshest kind (fire and brimstone), but are the direct result of Him neglecting to give his chosen people a codified set of laws. Students will examine the nature of prescriptive and proscriptive laws in the form of the Ten Commandments, and what these laws help readers to infer about the Israelites. With an informed understanding of the effect the Ten Commandments have had on the Judeo-Christian tradition, students will examine the laws -- written and unwritten -- that govern their lives in modern-day Madison, CT.

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.11-12.1 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.11-12.6 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.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) <i>919590 Speaking & Listening</i> • CCSS.ELA-LITERACY.SL.11-12.1 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.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct 	<p>T1 Use strategies to comprehend increasingly complex texts.</p> <p>T2 Evaluate the author's message and purpose, citing text evidence to support conclusions.</p> <p>T3 Identify and critique the merit and purpose of a text, citing craft, structure and organization to justify opinion.</p> <p>T4 Synthesize information from a variety of sources to take and support a position.</p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	<p>U1 Readers support their conclusions (inferences and interpretations) by citing evidence within the text.</p> <p>U2 Readers use text structures and features to understand, question, and interpret text.</p> <p>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</p> <p>U4 Readers and writers engage in discourse to suspend judgment, consider multiple perspectives, and become independent thinkers.</p>	<p>Q1 How do the techniques/craft moves authors use impact the meaning of the text?</p> <p>Q2 How does this text challenge my thinking about this topic?</p> <p>Q3 What questions are important to ask? What is worth investigating?</p> <p>Q4 How do laws, or lack of them, impact the choices people make and society as a whole?</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- 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.

Collaboration/Communication

- Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.

U5 Writers choose organizational patterns and techniques to elicit an intended response from the reader.

U6 The context in which a rule was written allows readers to examine its necessity and viability in the present.

ACQUISITION OF KNOWLEDGE AND SKILL

KNOWLEDGE

SKILLS

K1 In the Bible God chooses unlikely leaders who are willing to do whatever it takes to lead His chosen people.

K2 Vocabulary: prescriptive, proscriptive, codified, Exodus.

S1 Writing prescriptive rules

S2 Writing proscriptive rules

S3 Identifying and analyzing historical context