

Bible as Literature Unit 4 - Kingdom Come: Judges, Kings & Prophets

Unit Focus

Students have spent three units exploring the creation, trials, and tribulations of God's chosen people, the Israelites; but -- like all humans -- they have their flaws: chief among them, their belief that they need a king to compete with neighboring monarchies. In this unit, students will examine this unsettled period by analyzing the patterns of behavior. Students have examined the successes and failures of individuals until this unit, now they will analyze the cumulative effect that bad decisions have on a nation and God's repeated attempts to get it back on track with his trusted prophet, Samuel.

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.11-12.5 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. 	<p>T1 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence.</p> <p>T2 Evaluate the author's message and purpose, citing text evidence to support conclusions.</p> <p>T3 Structure writing to prove a thesis/claim/opinion using and citing best evidence to convince the intended audience and support the argument.</p> <p>T4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • 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). <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>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. 	<p>U1 Readers use text structures and features to understand, question, and interpret text.</p> <p>U2 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).</p> <p>U3 Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p> <p>U4 Effective writing is supported with sound evidence, sufficient detail, and/or valid reasoning.</p> <p>U5 God wants His chosen people to understand that He is the only ruler that they need and that their faith in Him will assure their success. The cyclical nature of the Israelites faith, subjugation, and desire for a militant king make God's plan impossible.</p>	<p>Q1 Have I seen this pattern/idea before? What do I know about this genre that will help me tackle this text?</p> <p>Q2 How do readers analyze a problem and present their own position?</p> <p>Q3 What qualities make a good leader? Why?</p> <p>Q4 What role does faith play in leadership and citizenship?</p> <p>Q5 Why are prophets often ignored?</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

Student Growth and Development 21st Century Capacities Matrix <i>Critical Thinking</i> • Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. <i>Self-Direction</i> • Decision Making: Students will be able to propose ethical, responsible decisions based on data/evidence and context.	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
	K1 The reasons behind the cyclical nature of the Israelites' failures and successes K2 The tasks that Old Testament prophets (such as Samuel and Jeremiah) are often faced with.	S1 Close Reading: Plain Sense, Inquiring, Allegorical, and Thematic S2 Identifying and analyzing historical context S3 Synthesizing the role of ancient prophets with the roles of modern prophets and identifying possible candidates for the role of modern prophet