

## Bible as Literature Unit 6 - Independent Inquiry-Based Bible Study

Unit Focus
<p>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.</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS		
ESTABLISHED GOALS	TRANSFER	
<p><b>Common Core Standards</b>  <i>English Language Arts : 12</i>  <i>919558 Reading Literature</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> </ul> <p><i>919590 Speaking &amp; Listening</i>  <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.</i></p>	<p>T1 Use strategies to comprehend increasingly complex texts.</p> <p>T2 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence.</p> <p>T3 Evaluate the author’s message and purpose, citing text evidence to support conclusions.</p> <p>T4 Compare and contrast literary patterns across texts to engage with traditional characters, motifs and lessons.</p> <p>T5 Identify and critique the merit and purpose of a text, citing craft, structure and organization to justify opinion.</p> <p>T6 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 recognize that authors don't always say things directly or literally; sometimes they convey ideas indirectly (e.g. metaphor, satire, irony)</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</p>	<p>Q1 How and why do readers develop questions worthy of research and inquiry?</p> <p>Q2 How do readers and writers collaborate to come to a new understanding or position about a topic?</p> <p>Q3 What is this text really about?</p> <p>Q4 What techniques/craft moves do authors use to match their</p>

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

- CCSS.ELA-LITERACY.SL.11-12.1.A 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.C 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.

**Student Growth and Development 21st Century Capacities Matrix**

*Critical Thinking*

- Problem Identification: Students will be able to clarify the problem and pose significant questions for investigation.
- 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.

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.

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?

**ACQUISITION OF KNOWLEDGE AND SKILL**

**KNOWLEDGE**

**SKILLS**

K1 The purpose of Apocalyptic literature.

K2 The multitude of ways Christians view Revelation.

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.