

**MODEL UNIT
BAND A
LEVEL 2**

LITERATURE IN THE BIBLE

LIFE CONCEPT: GOD HELPS PEOPLE BY HIS WORD

YEAR: SUGGESTED DURATION: 5 weeks (100 minutes per week)

DATE OF USE: FAITH STATEMENTS: ① ② ③

UNIT-SPECIFIC GOALS (highlighted)

1. GOD REVEALS HIMSELF TO PEOPLE THROUGH HIS WORD

- 1a explore Bible stories in which God reveals himself as a loving God
- 1b investigate the importance of the Bible to Christians

2. THE BIBLE IS GOD’S WORD, WRITTEN BY PEOPLE WHOM GOD INSPIRED

- 2a investigate the structure of the Bible as a collection of stories
- 2b investigate different types of writing in the Bible
- 2c investigate the cultural context of the Bible

3. THE BIBLE TELLS THE STORY OF GOD’S PLAN FOR THE SALVATION OF ALL PEOPLE THROUGH JESUS

- 3a investigate stories of God’s chosen people in the Old Testament
- 3b investigate New Testament stories about Jesus as Saviour

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES	ASSESSMENT STRATEGIES
Retell Bible stories used in this unit. (1a,2a,3a)	⇒ TRS A2/1, A2/2
Complete examples of instructions, letters and psalms found in the Bible. (2b,3b)	⇒ TRS A2/3, A2/4, A2/5
Design a book cover which shows that the Bible is an important book. (1b)	⇒ work sample

UNIT SUMMARY

Students identify features of the Bible and then investigate different types of writing in the Bible: a story about children, an adventure story, instructions, letters, poetry. Students can collate their work to make their own book about the different stories in the Bible.

UNIT NOTES

At this level your aim is that students develop these concepts:

- The Bible is an important book that Christians use to learn about God.
- The Bible contains many stories which tell about God.
- The stories in the Bible are presented in different forms.

In this unit students look at a variety of text types found in the Bible. The teacher will need to obtain examples of literature for each of the text types used in the unit. There will be many opportunities to link work in this unit with English outcomes.

The teacher may decide to add extra Bible stories from each of the categories (see the Bible References Menu for suggestions).

At the end of the unit students can collate the Teacher Resource Sheets (TRS) to make their own book about the Bible.

WORDS TO KNOW

Bible children's Bible Bible story book
commandment psalm

INTRODUCTION

1. GETTING TO KNOW THE BIBLE

A Bible activity centre

Begin a collection of Bibles. Provide a range of children's and adult Bibles, with different texts, illustrations and covers. Encourage students to bring children's Bibles of their own to add to the collection. Allow time for students to become familiar with different Bibles. Students could

- show their Bible from home and talk about their favourite Bible story;
- use Bibles in reading time.

Provide pictures from old resources (eg Sunday school materials), glue, paper, stapler, etc, for students to make their own drawings or books about the Bible.

Learning about the Bible

To help students identify the unique nature of the Bible, show students a range of texts, eg a favourite story book, non-fiction books about different topics. Discuss what people can learn from reading these books.

Show students a Bible. Use questions like the following to begin discussion about the Bible and to assess students' current knowledge of the Bible:

- What is the Bible?
- Where have you seen a Bible?
- Who do you know who reads the Bible?
- When do they read it?
- Why do they read it?
- What do you think people will learn about when they read the Bible?

Through discussion develop students' understanding that

- people use the Bible to learn about God;
- Christians believe the Bible is special because in it God tells people about himself. (You may like to introduce other names for the Bible, eg God's Word, The Holy Bible.)

The Bible contains many stories. Show students the table of contents in a children's Bible. Use the table of contents to select stories to read to the students.

The stories of the Bible are presented in different ways. Show and read the same story in an adult Bible, a children's Bible and a Bible story book (eg, Arch book, Palm Tree book). Lead students to identify similarities and differences between the forms.

DEVELOPMENT

2. LITERATURE IN THE BIBLE

To share the different types of writing in the Bible either read the passage from a children's Bible or a Bible story book or tell it in your own words. As you do this, always show students where the passages are found in an adult Bible. You could mark the place with a bookmark that has the title of the story or a symbol for that story on it.

Show students a book which contains different types of writing, eg a collection of stories, rhymes and non-fiction material.

Take the time to read from this book and discuss the types of text. This need not be done in Christian Studies.

Tell students that the Bible also contains different types of writing.

A. A story about a child: Naaman's servant 2 Kings 5:1–14

Read a fiction story in which a child helps solve a problem (see Recommended Resources Menu). Tell students that the Bible also has stories that tell how God used children to solve problems.

Read or tell the story of Naaman's servant girl (*The Lion First Bible*, Story 28). Discuss:

- How would you have felt if you were the girl in the story?
- What would you have done to help?
- The Bible tells that God is able to do things that people cannot do.

Students illustrate the text on TRS A2/1.

B. An adventure story: Gideon

(Judges 6 – 8)

Read an adventure book/story.

The Bible tells about exciting adventures of God's people. Read or tell the story of Gideon (*The Lion First Bible*, Story 16) and discuss:

- How would you have felt if you were one of Gideon's soldiers?
- Sometimes people in the Bible were frightened, sometimes they were brave. The Bible tells that no matter how God's people felt or what happened to them, God was always with them.

This action story is ideal for active and noisy dramatisation.

Students illustrate the text on TRS A2/2.

C. Instructions: The Ten Commandments

Exodus 19 – 20:20

Look at a non-fiction book which contains instructions, eg a recipe or craft book. Make something by following the instructions.

The Bible tells about instructions God gave his people. These instructions are called commandments. They told God's people how to live together. Read or tell the story of Moses receiving the Ten Commandments. (*The Lion First Bible*, Story 13). If telling the story yourself, use the simplified language for the commandments that you will find on TRS A2/3. Discuss:

- Why do you think God gave his people instructions? Do you think God's instructions are good ones? Why?
- The Bible tells that God's people did not always keep his instructions, but God still loved them.

Students make the next page for their book by making hand-prints and pasting one commandment from TRS A2/3 on each finger.

D. A letter

Either read students a letter that you have written or received, or read a fiction book which contains letters.

Tell students that the Bible also contains letters that God's people wrote. Use an adult Bible, such as the Good News or CEV, and show students the heading and the words in the text that identify a letter.

Tell students that Paul was one of Jesus' helpers who wrote letters about Jesus to his friends. Share the text on TRS A2/4 with the students. In order to help students complete the second part of TRS A2/4 use illustrations from a children's Bible to review events from the life of Jesus. Alternatively, share a selection of stories about Jesus from a children's Bible or Bible story book.

E. Poems Selections from the Psalms

Share some poems (or songs) that express feelings. The Bible has some poems in it that God's people wrote.

Share selections from the book of Psalms with your students, simplifying the language or using psalms that have been adapted for children. Psalms 8, 13, 23, 63, 95, 100, 121, 142, 148, 150 have excerpts that would be suitable.

Discuss:

- What is the feeling in this psalm? Have you ever felt like that?
- The people in the Bible talked to God and told him how they were feeling. The psalms show that God's people felt just like we do: sometimes sad, happy or thoughtful.

Using the language of the psalms as a model, discuss how students could complete TRS A2/5. You could use the students' psalms, spoken or set to music, as part of your class worship.

RESPONSE

3. MY BOOK ABOUT THE BIBLE

Students collate the TRSs into their own book about the Bible.

Discuss ways of designing a cover for their book which shows that the Bible is an important book for God's people.

Encourage students to take their books home to show parents. You may like to add a comment about each student's work during the unit.

YOU WILL NEED

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| <ul style="list-style-type: none"><input type="checkbox"/> a selection of Bibles to display and use in the classroom<input type="checkbox"/> Bible story books<input type="checkbox"/> an appropriate Bible for reading to the students (<i>The Lion First Bible</i> is recommended)<input type="checkbox"/> fiction and non-fiction books to match the categories listed<input type="checkbox"/> materials for art, craft or dramatisation activities that you choose. | <ul style="list-style-type: none"><input type="checkbox"/> materials for students to construct a cover for their own 'Bible'<input type="checkbox"/> optional: materials to make a Bible activity centre, eg old resource material, paper, glue, scissors, stapler etc.<input type="checkbox"/> photocopies of TRS A2/1, A2/2, A2/3, A2/4, A2/5, A2/6 for student use |
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INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Relate what is read and viewed to own knowledge and experience; identify features characteristic of specific kinds of texts; distinguish between different text types; choose own material for reading; *Everyday Texts:* Learn that language is important for communication; Identify features of text organisation, eg contents and headings.

THE ARTS: *Drama:* Use given stories as a basis for drama. *Visual Arts:* Use simple skills of visual communication, eg layout.

from the National Statements and Profiles

UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the range of students' knowledge about, and interest in, the Bible?

How did I respond to the range of students' understanding of the types of writing in the Bible?

What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?



A story about a child

General Naaman was ill.

The little girl knew that Elisha could help him.

A large, empty rounded rectangular box with a thin black border, intended for a child to draw or write.

Elisha knew that God could heal Naaman.

He told Naaman to wash in the rivertimes.

At first, Naaman did not want to do this.

A large, empty rounded rectangular box with a thin black border, intended for a child to draw or write.

Naaman washed himself 1,2,3,4,5,6,7 times,

Then God healed Naaman.

A large, empty rounded rectangular box with a thin black border, intended for a child to draw or write.



An adventure story

Gideon was a farmer.

God told Gideon that he had a special job for him.

God wanted Gideon to be the leader of his army.

A large, empty rounded rectangle with a thin black border, intended for a drawing or written response.

Gideon chose many soldiers to help, but God told him to take only 300 soldiers.

God helped Gideon know which men to choose.

A large, empty rounded rectangle with a thin black border, intended for a drawing or written response.

The soldiers crept up to the enemies with a torch in a jar and a trumpet.

In the middle of the night they blew their trumpets and broke the jars.

The enemies got such a fright that they ran away.

A large, empty rounded rectangle with a thin black border, intended for a drawing or written response.



Instructions

Students trace around their hands (or make hand-prints with paint). Cut out each commandment and paste one on each finger.

The following are from *The Simplified Catechism* and the CEV

1. Love God most of all.	6. Be faithful in marriage.
2. Do not use the name of God in a bad way.	7. Do not steal.
3. Worship God.	8. Do not say bad things or tell lies about anyone.
4. Love and obey your parents.	9. Do not want someone else's house.
5. Do not murder.	10. Do not want anything that belongs to someone else.



A letter

To all God's people

I am writing this to you while I am in jail. But do not worry about me. While I have been here, I have been thinking about Jesus and telling people about him.

Every time I think about you, it makes me happy, because you help tell others about Jesus, too.

Thank you for the way you helped me when I was in trouble. I want you to help others, too. Love other people just like Jesus loved us. He even died on a cross to show how much he loved us.

Remember to be kind and gentle to others. Do not argue and do not be worried.

All the people here say hello to you.

May Jesus be kind to you!

from Paul

If you could write a letter telling someone about Jesus, what would you tell them about. Use words or pictures in your letter.

A large rounded rectangular box with a black border, containing seven horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box.



A psalm

Praise God because _____

Tell everyone _____

God has _____

God helped when _____

Say thank you _____
