

**MODEL UNIT
BAND C
LEVEL 2**

STUDYING THE BIBLE

LIFE CONCEPT: GOD HELPS PEOPLE BY HIS WORD

YEAR:.....SUGGESTED DURATION: 3 weeks (135 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 investigate what Christians believe God reveals about himself through the written (Bible) and living word (Jesus)

1b investigate the key messages of the Bible: God's warnings and promises (law and gospel)

1c investigate the impact of the Bible in the lives of people

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

2a investigate the Christian belief that the Bible is God's word inspired by the Holy Spirit

2b explore the historical development of the Bible into its present form

2c develop strategies for working with the Bible, eg using cross references and concordances

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

3a investigate the important people and events in the salvation plan in the Old Testament

3b explore the New Testament teaching that Jesus completed God's plan of salvation

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Record information from stories in the Bible's plan of salvation. (1b,3a,3b)

Use cross-references and footnotes to record information about a Bible story. (2c)

Use Bible handbooks and encyclopedias to investigate and record information about a Bible story. (2c)

ASSESSMENT STRATEGIES

⇒ work sample

⇒ work sample, observation

⇒ work sample, observation

UNIT SUMMARY

In this unit students use a range of skills to investigate stories from the salvation plan of the Bible. Students' information sheets about the stories are compiled in a class big book of Bible stories.

UNIT NOTES

This unit deals specifically with *skills* needed to investigate a Bible story. The unit could be incorporated into another unit or be taught in its own right.

Each student investigates a story using Bible tools such as cross-references and encyclopedias and handbooks. You will need to organise multiple copies of Bible encyclopedias and handbooks.

Students need two photocopies of the story they choose (a working copy and a final 'good' copy). They paste a photocopy of their story in the centre of an A3 sheet and surround it with information they gather.

INTRODUCTION

1. FEATURES OF VARIOUS TEXTS AND SKILLS THEY REQUIRE

Provide students with a range of different texts such as street directories, recipe books, novels, picture books and engineering books. Students work in groups with at least two different types of texts and list the features of each text, eg street directories (alphabetical listing of streets, grid references, maps).

Students share their list of features and discuss how different texts also require people to use different skills.

Introduce the Bible and tell students that people need special skills to be able to read and use the Bible effectively.

Discuss with students:

- What are the features of the Bible?
- What skills do you think people need to be able to read the Bible?

Tell students that they will be investigating the Bible and learning skills to assist them when working with the Bible. They each choose a different story from the list on TRS C2/1 to investigate and report on.

It may be useful to revise the strategies for locating Bible verses and stories in the Bible.

1. Turn to contents page and locate the book in Old or New Testament.
2. Identify the page number of the book in Old or New Testament.
3. Locate the book and use headers and footers to find the chapter.
4. Skim through the chapter to find the verse.

DEVELOPMENT

2. THE PURPOSE OF THE BIBLE

Emphasise that Christians believe that the purpose of the Bible is to reveal God and his love for all people as shown in Jesus.

Select a couple of different texts from the range in activity 1. Discuss with students:

- What is the purpose of each type of book? (eg fiction: to entertain; recipe books: to provide instructions about how to cook; non-fiction to provide information about things)
- How does the purpose affect the way you read the book, eg non-fiction books do not need to be read from cover to cover to achieve their purpose, recipes in recipe books need to be read very carefully.
- What do you think is the purpose of the Bible?

Choose from the following suggestions to explore the purpose of the Bible.

- Students read sections about the Bible in Christian reference texts such as *God For Us* and *Growing as God's People* to record the purpose of the Bible.
- Students interview the local pastor or Christian members of staff to investigate what Christians believe is the purpose of the Bible.
- Use TRS C2/2.

As a class discuss what students have recorded as the purpose of the Bible. Discuss the following questions:

- How would this knowledge influence the way you read the Bible?
- If the Bible is about the relationship between God and people, what types of things would you expect to find in the Bible?

3. INVESTIGATE A BIBLE STORY

Provide each student with a large (A3) sheet of paper and a copy of their story. Students each paste the story in the centre of their sheet. They will surround the story with information they gather during the unit. This sheet will be the rough draft, and students will make a good copy to be put into a big book of Bible stories.

A. Using your own knowledge

To begin the investigation ask each student to read their story and to write down their thoughts about the story and what they think

the story is saying. Do not discuss the stories at this stage.

B. Using the Bible helps

Students work in pairs to skim read the introductory section of their Bibles. Pairs list what their Bibles contain, eg maps, cultural information, study questions. Provide time for students to use their Bible helps to explore their story, eg locate places in their story on the maps, use the glossary to look up words they don't understand. They add any useful information to their A3 sheet.

The following sections explore different Bible tools and how they can be used to gain insight into Bible stories. The teacher may choose to use some or all of the following suggestions.

C. Using cross-references and footnotes

The teacher uses an overhead transparency of a page from the Bible to demonstrate how to use cross-references and footnotes. Some Bible translations such as *The Bible for Today*, CEV have an explanation of footnotes and cross-references in the introduction.

Students review their own story, using any cross-references and footnotes. They record information on their A3 sheet.

D. Using Bible encyclopedias

Discuss as a class: What would you need to know to fully understand a story from another culture or time? (eg what life is/was like, what types of things are/were important to people)

Provide students with Bible encyclopedias and open to the contents page. Ask students to identify headings that may be useful in assisting them to develop an awareness of the life and culture of people in Bible times.

Ask students to highlight key words in their stories they would like to gain information about. Demonstrate how to use Bible encyclopedias to explore key words and names from the story, widow of Nain story. As a class identify key words such as: widows, sons, death rituals. Record information about the words. Discuss the information and how it assists people to understand the story, eg widows were dependent on their sons, dead people were considered unclean.

Using a Bible encyclopedia, students research the context of their story and record it on their A3 sheet.

Students reflect on the context, people and events in their story and record what they think the story meant to people in Bible times.

E. Using Bible handbooks

Provide students with Bible handbooks. Use the contents page to highlight the two purposes of Bible handbooks: to provide commentary on the Bible stories and to provide basic information about the context of the Bible, eg life in Bible times. Demonstrate how to locate a Bible story in a Bible handbook. Students read the handbook information about their story.

Students record Bible handbook information about their story on their A3 sheet.

F. Using different translations

Provide a range of Bible translations. Turn to the introduction section of a Bible and assist students to identify the translation of their Bible. (Page 79 and 80 in the *Lion Handbook of the Bible* has an excellent explanation of Bible translations.) Explain to students that different translations of the Bible have occurred over time, as people have worked towards ensuring that the Bible is accurately interpreted in the language of the people of their time.

Students read and compare their story in different translations. In groups students discuss and record responses to:

- What is similar and different in the various versions?

Students add information to their A3 sheet.

4. WHAT DOES THE STORY REVEAL ABOUT GOD?

Tell students that they are completing a thorough investigation of their story. Review with students the purpose of the Bible. Ask students to read their story and all the information on their A3 sheet and then respond to questions such as:

- What does the story say about God?
- What message do you think this story has for people today?

RESPONSE

5. BIG BOOK

Students review what they have found out about their story and prepare a good copy of their story and information for a class big book.

Use a book such as Selina Hastings *Illustrated Children's Bible* to demonstrate layout and page presentation.

Students may use TRS C2/3 for self-assessment of their page of the big book.

YOU WILL NEED

- two large (A-4) sheets of paper for each student
- Bibles (a range of translations and editions)
- Bible encyclopedias and handbooks
- a range of different texts, such as street directories, novels, picture books, non-fiction texts, recipe books.

INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Develop an understanding of why readers' interpretations may vary. Explain and justify own opinions about texts. Find and cite elements of a text to support a point of view. Compare different versions of traditional stories. Directed reading, reading alone. Editing skills. *Everyday Texts:* Consider needs of audience when speaking. Develop discussion and problem-solving skills. Use strategies for gathering, recording and reporting data. Report findings in speech and writing.

SOCIETY AND ENVIRONMENT: *Investigation, Communication, Participation:* Formulate questions, reflect on knowledge and understanding. Identify information sources. Gather, organise and interpret information using diagrams. Identify similar data. Draw conclusions. Identify, analyse and clarify values. Consider audience in presentation. Cooperation skills.

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' reading abilities?

How did I respond to the range of students' experiences with the Bible, its structure and content?

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?

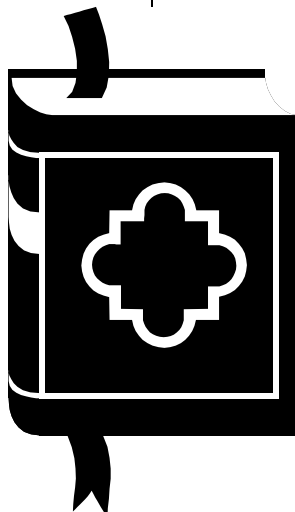
THE BIBLE: investigating a story

You are about to investigate a story from the Bible.

As part of the investigation you will be learning about the purpose of the Bible and the skills and resources needed to thoroughly investigate a story from the Bible.

Choose one of the stories from the list below:

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| <ol style="list-style-type: none"> 1. The first sin Genesis 3:1–19 2. Cain and Abel Genesis 4:1–16 3. God calls Abraham Genesis 12:1–9 4. God tests Abraham Genesis 22:1–19 5. God calls Moses Exodus 3:1–20 6. The Israelites cross the Red Sea Exodus 14 7. God provides water in the desert Exodus 17:1–7 8. The Ten Commandments Exodus 20:1–17 9. God’s warnings Deuteronomy 6 10. The fall of Jericho Joshua 6 11. Nathan’s message to David 2 Samuel 7:1–17 12. Solomon’s wisdom 1 Kings 4:20–34 13. Elijah and the prophets of Baal 1 Kings 18:1–39 14. God promises to send a saviour Isaiah 53:1–12 15. The birth of Jesus Luke 2:1–20 16. Jesus is presented at the temple Luke 2:22–38 17. Jesus’ baptism Matthew 3:13–17 18. The good Samaritan Luke 10:30–37 | <ol style="list-style-type: none"> 19. The lost son Luke 15:11–32 20. The rich man and Lazarus Luke 16:19–31 21. The lost sheep Luke 15:1–7 22. Parable of the sower ... Mark 4:3–8,14–20 23. The Sermon on the Mount .. Matthew 5:1–12 24. Jesus and Jairus’ daughter and a sick woman Luke 8:40–56 25. Jesus feeds five thousand Mark 6:32–44 26. Jesus talks with a Samaritan woman John 4:4–42 27. Jesus teaches Nicodemus John 3:1–21 28. Jesus washes the disciples’ feet John 13:1–17 29. The last supper Luke 22:14–23 30. Jesus is crucified Luke 23:26–43 31. Jesus’ resurrection John 20:19–29 32. Pentecost Acts 2:1–13 33. Philip and the Ethiopian Acts 8:26–40 34. Peter faces persecution Acts 12:1–19 35. The new heaven and new earth Revelation 21:1–7 |
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Your teacher will give you a copy of the story that you have selected. Paste the copy of your story on a large piece of paper. As you learn more about your story you will surround the printed story with the information you gather. Get your information from the following:

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|--------------------|--------------------------|
| ◇ Bible helps | ◇ Bible encyclopedias |
| ◇ cross-references | ◇ Bible handbooks |
| ◇ footnotes | ◇ different translations |

After you have thoroughly investigated the story, you will make a good copy of the page, and this will be put into a big book for the school library. This book will help others learn about the Bible and its stories.

THE BIBLE: investigating its purpose

What is the purpose of the Bible?

The Bible writers have some information about its purpose and message.

Work with a partner and divide the following readings between you.

Record under each verse what it says about the Bible's purpose.

Psalms 119:105

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Hebrews 4:12,13

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John 20:30,31

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John 5:39

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Romans 1:16,17

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2 Timothy 3:15-17

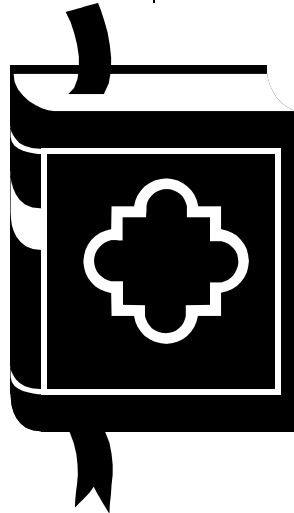
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Romans 15:4

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1 John 5:13

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THE BIBLE: self-assessment

1. What is the most important thing you have learnt about the Bible?

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2. What strategy or skill did you find most helpful in understanding the story? Explain your answer.

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3. What strategy or skill would you like to practise again?

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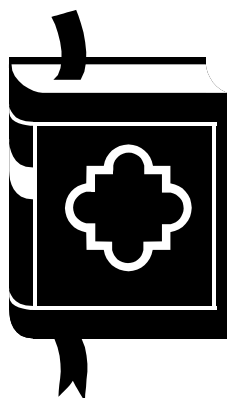
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4. Do you think people need to do all of these steps each time they read a story or text from the Bible? Why or why not?

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5. What information will you use again when reading other Bible stories?

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