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Unit 2

Genesis

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Overview

This unit introduces the Book of Genesis and implements the skills learned in the previous unit to identify and interpret the literary genres found in Genesis. The students also examine how the Creation accounts, the establishment of the Covenant, and the call of the matriarchs and patriarchs fit into God's plan of salvation.

Key Understandings and Questions

Upon completing this unit, the students will have a deeper understanding of the following key concepts:

- Scripture is composed of various literary genres, including inspired accounts from oral traditions, which the Book of Genesis uses to convey the truth and lessons of salvation history.
- The two Creation accounts illustrate different perspectives; both highlight important messages regarding the relationship of humanity to God.
- God's covenant relationship with God's people is at the center of salvation history.
 - Abram / Abraham and his descendants were called to be a people dedicated to God through obedience to the Covenant.

Upon completing the unit, the students will have answered the following questions:

- What are the different literary genres found in Scripture, and why is it important to know them when studying Scripture?
- What is the Covenant? Who participated in it? How and why did they participate?
- · What is sin and its effects?
- How can I understand and apply the lessons of the matriarchs and patriarchs in my life?

How Will You Know the Students Understand?

The following resources will help you assess the students' understanding of the key concepts covered in this unit:

- handout "Final Performance Task Options for Unit 2" (Document #: TX001633)
- handout "Rubric for Final Performance Tasks for Unit 2" (Document #: TX001634)
- handout "Unit 2 Test" (Document #: TX001646)

The Suggested Path to Understanding

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This unit in the teacher guide provides you with one learning path to take with the students, to enable them to begin their study of Scripture in the Book of Genesis through various types of biblical literature. It is not necessary to use all the learning experiences, but if you substitute other material from this course or your own material for some of the material offered here, check to see that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.

Step 1: Preassess the students' understanding of Creation by developing five statements that describe what they know of, or associate with, Creation.



Step 2: Follow this assessment by presenting to the students the handouts "Final Performance Task Options for Unit 2" (Document #: TX001633) and "Rubric for Final Performance Tasks for Unit 2" (Document #: TX001634).



Step 3: Build interpretive perspective by examining the JEDP sources of the Torah.



Step 4: Introduce and interpret the Creation accounts of Genesis.

characteristics of it in Abraham's account, working at stations.



Step 5: Acquaint the students with midrash and have them draw out the wisdom of four sin accounts through close reading and interpretation.
Step 6: Lead the students in defining historical genre and in identifying



Step 7: Examine three passages to determine the definition and characteristics of vocation.



Step 8: Lead the students to know what a covenant is and the requirements and significance of the Covenants God made with humanity, Noah, and Abraham.



Step 9: Guide the students in reading and analyzing passages on the patriarchs and discerning their lessons.



Step 10: Help the students examine the growth of Abraham's family, the fulfillment of the Covenant, by completing a family tree.



Step 11: Make sure the students are all on track with their final performance tasks, if you have assigned them.



Step 12: Provide the students with a tool to use for reflecting on what they learned in the unit and how they learned.



Scripture Passages

The Scripture passages featured in this unit are as follows:

- Genesis 1:1—2:4 (the creation of the world)
- · Genesis 2:5-25 (the creation of humanity)
- · Genesis 2:7,15 (God breathes life into man, gives him the garden)

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- Genesis 3:1-24 (the Fall of humanity)
- · Genesis 4:1-16 (Cain and Abel)
- . Genesis 6:5-13 (the introduction to the Flood)
- Genesis 11:1–9 (the Tower of Babel)
- Genesis 12:1–9 (the call of Abram)
- Genesis 15:1–20 (the Covenant with Abram)
- Genesis 17:1–27 (the covenant of circumcision)
- Genesis 18:1–15 (Abraham's visitors)
- Genesis 18:16–33 (Abraham intercedes for Sodom)
- Genesis 21:1–13 (the birth of Isaac)
- Genesis 22:1–18 (the testing of Abraham)
- Genesis 25:19-34 (birth of Jacob and Esau)
- Genesis 27:1—28:9 (Jacob's deception and exile)
- Genesis 29:1–24 (Jacob's wives and children)
- · Genesis 32:4-33:20 (Jacob's embassy to Esau and struggle with the angel)
- · Genesis 37:1-36 (Joseph sold into slavery)
- · Genesis 40:1-50:26 (Joseph in Egypt, the return of his brothers, and reunion)
- · Exodus 3:1-15 (the call of Moses)
- 1 Samuel 3:1-14 (the call of Samuel)

Vocabulary

The Catholic Youth Bible® (CYB) and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, make copies of the handout "Vocabulary for Unit 2" (Document #: TX001635), one for each student.

allegory oral tradition covenant patriarch Creation sacrifice historical genre sin matriarch vocation mythical genre

Learning Experiences

Step 1

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Reflect

Preassess the students' understanding of Creation by developing five statements that describe what they know of, or associate with, Creation.

- Distribute a pen or pencil to each student. Then direct the students to
 take out a sheet of notebook paper, fold it into three equal parts, and
 then tear the paper on the folds so they have three separate parts.
- 2. Instruct the students to do the following:
 - On one part, write five statements about Creation that you know are true.

Label this part "#1."

On another part, write five statements about Creation that you *think* are true.

Label this part "#2."

On the third part, write five questions that you have about Creation.

Label this part "#3."

- Collect parts 1, 2, and 3 in separate piles when the students are finished.
- 4. Shuffle and redistribute the papers so that each student receives one paper from each pile. Be sure the students do not receive their own papers.
- 5. Explain the following:
 - You will be reviewing and evaluating your classmates' statements, ideas, and questions about Creation.
 - > Review them with respect.
 - We are examining the various perspectives and preconceptions people bring to their understanding of the Bible.

You may choose to ask the students to write on the papers whether they agree, disagree, or are unsure about the statements.

6. Conclude by discussing the differences in understanding about the Creation accounts. Elicit questions the students have about proceeding with their study of Scripture. You might want to record the questions the students have about Creation so you can address them in later steps.

Teacher Note

The purpose of this preassessment is for the students to reflect on what they know about Creation, to consider the influences that impact their understanding of Creation, and to recognize their preconceptions before addressing the Scripture itself. This also allows the students to recognize the various perspectives that exist within Scripture, as well as within your classroom, and to begin the examination of Scripture with respect for these differences.



Follow this assessment by presenting to the students the handouts "Final Performance Task Options for Unit 2" (Document #: TX001633) and "Rubric for Final Performance Tasks for Unit 2" (Document #: TX001634).

This unit provides you with three ways to assess that the students have a deep understanding of the most important concepts in the unit: creating a myth, writing their own history of a covenant in their lives, and creating a contract. Refer to "Using Final Performance Tasks to Assess Understanding" (Document #: TX001924; see Appendix) and "Using Rubrics to Assess Work" (Document #: TX001925; see Appendix) for background information.

 Prepare by making copies of the handouts "Final Performance Task Options for Unit 2" (Document #: TX001633) and "Rubric for Final Performance Tasks for Unit 2" (Document #: TX001634), one of each for each student.

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- Distribute the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.
- 3. Review the directions, expectations, and rubric, allowing the students to ask questions. This allows the students to concretely understand what you are looking for in the final project and to comprehend the directions in full. You may refer to successful examples of past projects that are on display in the classroom.
- 4. Explain the types of tools and knowledge the students will gain throughout the unit, such as showing their understanding of the mythical genre, understanding a covenant, and analyzing a Scripture passage, so they can successfully complete the final performance task.
- 5. Help the students to establish a work timeline by announcing the due date for the final performance task and illustrating on a calendar the unit breakdown so they may begin preparing their project prior to the in-class workday.
- 6. Answer questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need to show you that they understand the Book of Genesis—identifying and interpreting the various genres and perspectives found in Scripture; defining covenant, sin, and vocation; and recognizing their roles in salvation history.

Teacher Note

For the first final performance task option. limit the number of students per myth to avoid repetition during presentations. The third option provides the opportunity to work in approved pairs. Review the students' choices to ensure wise partnerships. If you require that the students vary their final performance task categories throughout the course, remind them of their requirements in each category; artistic. analytical, group and individual, or other categories you have assigned.

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Build interpretive perspective by examining the JEDP sources of the Torah.

- 1. Prepare for this step by doing the following:
 - Cut out and make three or four copies of an article from the newspaper, magazine, or school paper about an event such as the arrest of a prominent socialite or athlete.
 - Create three to four magazine categories that this article could fit into. The categories should pertain directly to the event the students will analyze. For example, an article about the arrest of a prominent actor for a high-speed car chase could be categorized into magazine articles about cars, entertainment news, fashion, and law.
 - Make copies of the handout "JEDP: Reading for Perspective" (Document #: TX001636), one for each category group.
 - Make copies of the handout "JEDP Identification Worksheet" (Document #: TX001637), one for each student.
 - Assign pages 2 and 3 of the CYB as reading homework so that the students are familiar with JEDP before class.
- Organize the students into category groups as they arrive. Provide each group with a copy of the article you chose and a copy of the handout "JEDP: Reading for Perspective" (Document #: TX001636).
- Allow 15 to 20 minutes for the groups to read and rewrite the article for their assigned focus magazines.
- 4. Request a representative from each group to share the article the group wrote, or collect the papers and read the articles aloud. If you choose to do the latter, you may withhold the category perspective from which the article was written and encourage the students to guess what it is.
- Distribute the "JEDP Identification Worksheet" (Document #: TX001637) and allow 10 minutes for the students to fill it in individually.
- 6. Review the worksheet as a class by having a volunteer read each passage and then asking the following questions of each:
 - > What author did you identify for the passage?
 - > What was the evidence you found to support your answer?

Worksheet Answer Key

- Genesis 1:1: Priestly author; God creates from a distance (contrast to the following passage).
- Genesis 2:18–19: Yahwist author; God acts like a human being in creation, speaking and molding (anthropomorphism).
- Genesis 5:1–5: Priestly author; has formal style (review the footnote with the class).

Explain

Teacher Note

The goal of this assignment is to assist the students in gaining perspective and empathy for the authors of Scripture who reflected different schools of thought about Israel's relationship with God. The JEDP authorship theory can help us to understand that the Pentateuch books are not simply records of events as they occurred but rather faith accounts about the Israelites' growing relationship with God, inspired by God, and told from different perspectives.

- Genesis 18:1–3: Elohist author; refers to God as "Lord."
- 5. Deuteronomy 12:1: Deuteronomist author; emphasizes Law.



Introduce and interpret the Creation accounts of Genesis.

- Prepare for this step by having the students read the two Creation accounts as an assignment:
 - Genesis 1:1—2:4 (the creation of the world)
 - Genesis 2:5—3:24 (the creation of humanity, God gives Adam the garden, the Fall of humanity)

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Make copies of the handout "Order of Creation" (Document #: TX001638). You may choose to either enlarge the statements and post them around the room in a disordered manner or provide each student with a copy of the handout. (The answers for this handout are on the handout "Order of Creation Key" [Document #: TX001639].)

- Direct the students to collectively arrange the posted statements according to their respective Creation account and order, or distribute the handout and have the students organize the events on the chart.
- Review the order together. When there is a discrepancy, ask the students to resolve the problem by consulting Scripture and citing a reference in order to use the biblical reference skills they learned in unit 1.
- 4. Discuss the differences and similarities between the two Creation accounts. Highlight the following points:
 - Creation #1: God creates the world in an orderly fashion.
 - Creation #2: Creation is focused on the relationship between God and humanity.
 - Both Creation accounts emphasize God as the Creator, his existence apart from created things, that God is all-powerful, that God's love is expressed in and through Creation, and that God desires a loving relationship with humanity.
 - As we learned in unit 1, multiple authors of the Bible had different perspectives on what information was important to highlight. This is true for the Creation accounts.
 - The priestly author wrote the first Creation account, and the Yahwist wrote the second Creation account.
- 5. Share the following information with the students:
 - The first five books of what Christians refer to as the Old Testament, Jewish people call the Torah. For centuries it was thought that Moses wrote the Torah. These books actually began as oral tradition, stories that were retold from generation to generation.

- The stories and wisdom shared through oral tradition were influenced by stories from other cultures around the people of Abraham. For example, many people had a flood myth. In particular, the Epic of Gilgamesh from Mesopotamia contains a flood narrative similar to the Genesis account.
- The Torah was written over centuries. Scholars think that the Yahwist source may have been written during Solomon's reign in the tenth century BC. The motive was to preserve the accounts of salvation history for future generations. The four traditions were probably compiled into a single document after the Babylonian Exile, possibly by Ezra, a scribe and priest charged with enforcing the sacred law in Israel about 428 BC.
- Book publishing was not then what it is today, and very few people were able to read or write. Scripture was originally written on papyrus, which was made by hand from reeds. Sheets of papyrus were glued to form long pieces and wound around a stick to become scrolls. Books were written by hand. (The printing press was not invented until 1450, almost two thousand years later!)
- 6. Direct the students to read and reflect on the sidebars "In the Beginning" and "God Is our Creator," on pages 6 and 8 in the CYB, in their scriptural reflection journals or on a sheet of notebook paper.
- Conclude by leading the students in praying Psalm 8, which echoes the account of Creation.

Acquaint the students with *midrash* and have them draw out the wisdom of four sin accounts through close reading and interpretation.

- Prepare by making copies of the handout "Small Passage Midrash" (Document #: TX001640), one for each student.
- Review the definition of genre (from unit 1) and mythical genre (see the handout "Vocabulary for Unit 2" [Document #: TX001635]). Read each definition aloud to the class.
- Direct the students to put the definitions into their own words, and ask if the students have any questions about the terms. Explain the following:
 - Genre is a type of literature, a style.
 - As we discussed in unit 1, one of the seven questions for interpreting literature asks us to identify the genre of Scripture before interpreting it.
 - You might associate myth with fiction. In scriptural interpretation a myth is an inspired story that has an element of truth.

Teacher Note

If the topic of evolution arises, explain that the Church does not deny it. She teaches, though, that the first bit of matter was created by God. The human body may have evolved under God's direction, but not the soul; God created each person's soul directly. The Church also teaches that there was a primary couple from whom all other human beings came



Teacher Note

Midrash, a Jewish literary teaching tool, is a commentary that results from drawing out the wisdom of Scripture through close reading and interpretation. The word comes from the Hebrew for "to inquire." In this step the students read and interpret four accounts of the mythical genre for their unified wisdom and meaning. The goal is to identify the theme of sin in the passages.

 Because the stories of Genesis were not written down for hundreds of years after the events occurred, the accounts in the Scriptures highlight the important lesson or truth we learn from the event more than the facts. 6

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- In the following exercise, you will read examples of the mythical genre and will determine the lessons they convey.
- 4. Distribute the handout and read the directions aloud.
- 5. Divide the class into four small groups, and assign each small group one of the passages listed here. If your class is large, you may choose to form eight small groups. In this case ask the small groups with the same passages to collaborate for their presentations.
 - Genesis 3:1–24 (the Fall of humanity)
 - Genesis 4:1–16 (Cain and Abel)
 - Genesis 6:5–13 (the introduction to the Flood)
 - Genesis 11:1-9 (the Tower of Babel)
- 6. Allow 15 to 20 minutes for the students to separate into their small groups and to perform their assigned tasks. Be sure to leave enough time for each group to present its findings to the class.
- 7. Invite a representative or representatives from each small group to share the group's findings. Instruct those students who are not presenting to fill in their worksheets based on the other groups' presentations.
- Allow 5 minutes for the class to review the passages and presentation notes to determine the theme connecting all four passages.
- Ask for volunteers to suggest the theme, citing examples from Scripture. Although other themes may be identified, focus on the theme of sin.
- 10. Direct the students to read the following sidebars to supplement their understanding of sin in the passages they have read, and then ask if anyone has questions or comments:
 - "Original Sin" (p. 10)
 - "Sin Has Social Consequences" (p. 14)
 - "The Flood" (p. 15)
 - "A Barrier or a Bridge?" (p. 20)
- 11. Elicit definitions of sin from the students. Be sure their responses include the following:
 - · "missing the mark"
 - · falling short of God's will for human life
 - in the Old Testament, primarily portrayed as disobedience to God, to his Covenant and commandments
 - · a decision that turns us away from a loving relationship with God
- Conclude this step by discussing how these characteristics of sin are illustrated in the Scripture passages the students just studied, citing examples.

Apply

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Step 6

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Lead the students in defining historical genre and in identifying characteristics of it in Abraham's account, working at stations.

- 1. Prepare by making copies of each passage listed below, and affix each one to heavy stock paper, such as a file folder. Create four to eight stations around the room, depending on your class size, and set one passage at each location. Make copies of the handout "Historical Genre Stations" (Document #:TX001641), one for each student.
 - . Genesis 15:1-20 (the Covenant with Abram)
 - Genesis 18:1–15 (Abraham's visitors)
 - Genesis 18:16–33 (Abraham intercedes for Sodom)
 - Genesis 21:1–13 (the birth of Isaac)
- 2. Review the definitions of genre, mythical genre, and historical genre with the class before the exercise. See the handouts "Vocabulary for Unit 1" (Document #: TX001628) and "Vocabulary for Unit 2" (Document #: TX001635). Share the following point with the class:
 - > In contrast to the mythical genre, the historical genre provides the details of an event, focusing on the development of a community and its identity.
- 3. Distribute the handout and explain the directions to the class. You may choose to examine a passage together to model the directions before moving into station work. Divide the class into four small groups so that the students are evenly distributed among the four stations.
- 4. Direct the class:
 - Take 5 to 10 minutes per station.
 - Although the passages are numbered on the worksheet, you do not need to visit them in order.
 - At each station read the passage and fill in the worksheet. responding to each question carefully.
 - Answer the last question after reading all four passages.
- 5. Begin the exercise. As the students work, call out when it is time to rotate to the next station.
- Call the students back together after they have had enough time to visit four stations and collect the passages from the various stations.
- 7. Name the accounts, following the order on the worksheet, and for each one ask for volunteers to describe the event in the passage and tell who is involved. Record the students' findings on the board. This will assist the students in adjusting their own notes if they were inaccurate or incomplete.

- Conclude by asking the students to answer the final question independently and then to volunteer their responses: How do these passages illustrate the development of a community and identity? After the students share their responses, explain the following:
 - These accounts focus on the establishment of the relationship between God and humanity, beginning with Abraham.

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- ➤ This relationship is the basis of the Old Testament.
- God and Abraham both make promises to each other that are fulfilled.
 - In these passages God promises Abraham that although he and his wife Sarah are quite old, they will have a son. This promise is fulfilled in the birth of Isaac.
- Consider having the students read in class or as a homework assignment the sidebar "Literary Genres," on page 6.



Step 7

Examine three passages to determine the definition and characteristics of vocation.

In the style of a laboratory experiment, the students examine the calls of Abram, Moses, and Samuel to determine the definition and characteristics of vocation. They create a hypothesis for the definition of vocation, test their hypothesis, and compare passages to acquire an understanding of the concept. The passages examined are these:

- . Genesis 12:1-9 (the call of Abram)
- Exodus 3:1–15 (the call of Moses)
- 1 Samuel 3:1-14 (the call of Samuel)
- 1. Prepare for this step by making copies of the handout "Definition Lab: Vocation" (Document #: TX001642), one for each student. You may have the students work individually or complete the handout as a class. If you choose to work collectively as a class, prepare a large version of the handout, reproducing the questions on the board, in a PowerPoint, or another way.
- 2. Explain the directions of this exercise: to formulate an educated understanding of the term vocation by examining three Scripture passages. After reading each passage on the handout, the students then formulate a working hypothesis of what vocation means, includes, and requires.
- 3. Allow the students to fill in the handout individually or as a class.
- 4. Direct the students to review their findings. Ask the following questions:
 - > How has the definition of vocation changed?
 - What are the characteristics of a vocation?

- Discuss the definition of vocation from the handout "Vocabulary for Unit 2" (Document #: TX001635) to ensure that the definition established by the class is complete.
- Refer the students to the "Here I Am, Lord!" sidebar, on page 913, which discusses vocation or call and the biblical pattern of vocation in Scripture:
 - . The person has some experience of God.
 - · God gives the person a mission.
 - · The person may deny being worthy.
 - · God addresses the denial and reassures the person.

Ask the students to copy these categories into their notes on vocation.

- 7. Write the following category topics on the board, one each at the top of a column: Experience, Mission, Denial, and Reassurance. This will provide a space to write in the examples from Scripture that illustrate each category.
- 8. Divide the class into three small groups and assign each group one of the passages from the handout. Ask the students for examples of each category in their passages. Write the notation for each passage beneath the proper heading. Ask the students to include the categories and examples in their notes for later reference.
- 9. Present the students with an opportunity to reflect on the place of vocation in the world today, if time allows. Students frequently jump to the question "Why doesn't God speak to us now as he did then?" You may choose to share an example of your own experience of God's call in your life and how it affected you. Ask the students to share their own examples (a precursor to a final performance task), or provide them time to write reflectively on this topic in their scriptural reflection iournals or on a sheet of notebook paper.

Step 8

Lead the students to know what a covenant is and the requirements and significance of the Covenants God made with humanity, Noah, and Abraham.

Throughout salvation history, God made promises to humanity, Covenants, like contracts, require the participation of two parties and have rewards when they are followed and consequences when broken. God's Covenant with Abraham is the foundation of salvation history in the Old Testament. By examining passages, the students identify the categories of the Covenants God made with Noah and Abraham.

 Prepare by creating a visual to be filled in with the requirements for both humanity and God to fulfill through their respective dedication to the Covenant. You may choose to create a PowerPoint, a chart, or simply create columns on the board for the students to fill in. Make

- Teacher Note

You might invite as a guest speaker someone who has a special vocation of service to the Church (a priest, deacon, man or woman religious) to tell the story of his or her vocation.



copies of the handout "Covenant" (Document #: TX001643), one for each student.

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- 2. Ask the students to think about two or three different kinds of relationships they are involved in. Examples include friend-to-friend, daughter or son-to-parent, student-to-teacher. Then ask the students to take notes on what requirements they have in each of these relationships, and what they require of the other party. Allow time for reflection.
- Pick a relationship, such as friend-to-friend, and use the following questions to invite the students to share with the class the requirements of the parties involved:
 - What do you require of your friend?
 - ➤ Why?
 - What does your friend require of you?
 - > Why or why not?
 - What happens when your friend and you meet these expectations?
 - What happens when your friend or you do not met these expectations?
- Discuss how these relationships illustrate the concept of covenant. Review the definition before moving into the Scripture. See the handout "Vocabulary for Unit 2" (Document #: TX001635).
- Distribute the handout "Covenant" (Document #: TX001643) and have the students complete it.
- Use the visual you prepared to fill in the parts of Noah's and Abraham's Covenants cooperatively, citing passages for each part:

To Noah, God promises:

- Genesis 9:10.15: A flood will never again destroy the earth.
- · Genesis 9:13-17: A rainbow will be a sign of the Covenant.

God requires of humanity:

 Genesis 9:5: An account must be made for the lives of animals and human life (that is, life must be respected, unlike how Cain acted).

To Abraham, God promises:

- Genesis 15:5: Your descendants shall be as numerous as the stars.
- Genesis 15:13: Although the descendants will be aliens in a land not their own, God will deliver them and they will depart in great wealth.
- Genesis 15:18: The descendants will be given land.
- Genesis 17:7: God will maintain his Covenant with Abraham and his descendants.

God requires of humanity:

- Genesis 17:9: Keep the Covenant throughout the ages.
- Genesis 17:10–11: Every male must be circumcised.

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God will give Abraham as a sign of the Covenant:

- . Genesis 17:16: Sarah will bear a son, who will inherit the Covenant
- . Genesis 17:20: God will bless Ishmael, but Isaac will bear the Covenant
- 7. Direct the students to read Genesis 22:1-18, "The Testing of Abraham," and then reflect on it in their scriptural reflection journals or on a sheet of notebook paper. When the students have finished, share the following:
 - The passage illustrates the requirement of sacrifice through God's demand of Abraham to sacrifice his son, Isaac,
 - > Abraham's commitment is tested, and through his decision to comply with the sacrifice, his dedication to the Covenant is shown.
 - The literal sacrifice here is a metaphor for the sacrifice one must make when committing to a promise or covenant.
 - > The account teaches the Israelites that unlike the gods of their pagan neighbors, God does not want human sacrifice.
- 8. Conclude this step by making these points to summarize what the students have learned:
 - > In the Creation accounts, the midrash exercise, and the Covenant accounts, you learned that God desires to be in a loving relationship with humanity.
 - > Through the Covenants both parties promise to uphold their commitment to the other, through the responsibilities and signs listed.
 - > The concept of covenant includes sacrifice, as the Hebrew "cutting" implies.
 - Commitment to a promise requires a life change and difficult

Step 9

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Interpret

Guide the students in reading and analyzing passages on the patriarchs and discerning their lessons.

1. Prepare by listing the following on a visual display such as a Power-Point or a chart:

The Account of Jacob

- . Genesis 25:19-34 (birth of Jacob and Esau)
- Genesis 27:1—28:9 (Jacob's deception and exile)
- Genesis 29:1–24 (Jacob's wives and children)
- Genesis 32:4—33:20 (Jacob's embassy to Esau and struggle with the angel)

The Account of Joseph

- Genesis 37:1–36 (Joseph sold into slavery)
- Genesis 40:1—50:26 (Joseph in Egypt, the return of his brothers, and reunion)

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- 2. Explain the directions for the exercise:
 - Choose either the account of Jacob or the account of Joseph and read it
 - > Write an analysis of the passages that includes three things:
 - two or three of the major concepts examined in this unit that are present in your account and Scripture verses that illustrate them
 - one theme in your account with Scripture passages that highlight it and explanations of how they do so
 - · the lesson that is in the account and an explanation of it
- Announce that the students will have 10 minutes for this exercise. Then allow them to begin.
- Discuss the accounts as a class. Allow students to volunteer their understandings of the accounts and the lessons of the patriarchs.



Step 10

Help the students examine the growth of Abraham's family, the fulfillment of the Covenant, by completing a family tree.

- Prepare by making copies of the handout "Abraham's Family Tree" (Document #: TX001644), one for each student. (Use the key for your own review. See "Abraham's Family Tree Key" [Document #: TX0016451.)
- 2. Explain to the students that the family tree needs to be filled out with the major characters from the Book of Genesis. Direct them to use their Bibles, the index, and other references to find out how each character is related, and to note one passage per person that explains the major relationship.

The sidebar "Israel's Ancestry," on page 65, lists the family tree. Students may use it to fill in their own family tree, but they still need to locate Scripture passages that highlight each relationship.

Conclude by discussing how the family tree illustrates the fulfillment of the Covenant, referring back to the promises listed in step 6.

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Make sure the students are all on track with their final performance tasks, if you have assigned them.

If possible, devote 50 to 60 minutes for the students to ask questions about the tasks and to work individually or with their partners.

- 1. Remind the students to bring to class any work they have already prepared so they can work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Make extra copies of the handouts "Final Performance Task Options for Unit 2" (Document #: TX00163) and "Pubric for Final Performance Tasks for Unit 2" (Document #: TX001634). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.
- Provide some class time for the students to work on their performance tasks. This then allows you to work with the students who need additional guidance with the task.

Step 12

Reflect

Understand

Provide the students with a tool to use for reflecting on what they learned in the unit and how they learned.

This learning experience provides the students with an excellent opportunity to reflect on the content and skills they have developed throughout the unit.

- Prepare for this learning experience by making copies of the handout "Learning about Learning" (Document #: TX001930; see Appendix), one for each student.
- Distribute the handout and give the students about 15 minutes to answer the questions quietly. Invite them to share any reflections they have about the content they learned as well as their insights into the way they learned.



Final Performance Task Options for Unit 2

Important Information for All Three Options

The following are the main ideas you are to understand from this unit. They should appear in this final performance task so your teacher can assess whether you have learned the most essential content:

- Scripture is composed of various literary genres, including inspired accounts from oral traditions, which the Book of Genesis uses to convey the truth and lessons of salvation history.
- The two Creation accounts illustrate different perspectives; both highlight important messages regarding the relationship of humanity to God.
- God's covenant relationship with God's people is at the center of salvation history.
- Abram/Abraham and his descendants were called to be a people dedicated to God through
 obedience to the Covenant.

Option 1: Written Myth

Using your understanding of the mythological genre of literature that is presented in the Bible, create your own myth. Follow these steps:

- · Choose one of these themes from Genesis to convey:
 - o human beings' free will
 - o listening to the wisdom of God
- · the destructive force of sin
- Review the definition of myth on the handout "Vocabulary for Unit 2" (Document #: TX001635).
- Write a myth that illustrates your message. Include characters, a progression of events, a challenge, and a resolution. Use symbol and allegory. Your myth should be a minimum of one typed, doublespaced page.
- Once you have created a myth of your own, write a typed, double-spaced paragraph, explaining how
 your creation illustrates the true form of myth with support from your story. Draw a parallel between
 your myth and one we read in this unit, illustrating how they are similar in the moral or lesson they
 convey to the reader.

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Rubric for Final Performance Tasks for Unit 2

| Criteria | 4 | 3 | 2 | 11 |
|---|---|--|--|--|
| Assignment includes all items requested in the directions. | Assignment includes all items requested, and they are completed above expectations. | Assignment includes all items requested. | Assignment includes over half of the items requested. | Assignment includes less than half of the items requested. |
| Assignment shows understanding of the concept: Scripture is composed of various literary genres, including inspired accounts from oral traditions, which the Book of Genesis uses to convey the truth and lessons of salvation history. | Assignment shows unusually insightful understanding of this concept. | Assignment shows good understanding of this concept. | Assignment shows adequate understanding of this concept. | Assignment shows little understanding of this concept. |
| Assignment shows understanding of the concept: the two Creation accounts illustrate different perspectives; both highlight important messages regarding the relationship of humanity to God. | Assignment shows unusually insightful understanding of this concept. | Assignment shows good understanding of this concept. | Assignment shows adequate understanding of this concept. | Assignment shows little understanding of this concept. |
| Assignment shows understanding of the concept: God's covenant relationship with God's people is at the center of salvation history. | Assignment shows unusually insightful understanding of this concept. | Assignment shows good understanding of this concept. | Assignment shows adequate understanding of this concept. | Assignment shows little understanding of this concept. |
| Assignment shows understanding of the concept: Abram / Abraham and his descendants were called to be a people dedicated to God through obedience to the Covenant. | Assignment shows unusually insightful understanding of this concept. | Assignment shows good understanding of this concept. | Assignment shows adequate understanding of this concept. | Assignment shows little understanding of this concept. |
| Assignment uses proper grammar and spelling. | Assignment has no grammar or spelling errors. | Assignment has one grammar or spelling error. | Assignment has two grammar or spelling errors. | Assignment has more than two grammar or spelling errors. |
| Assignment is neatly done. | Assignment not only is neat but is exceptionally creative. | Assignment is neatly done. | Assignment is neat for the most part. | Assignment is not neat. |

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Vocabulary for Unit 2

allegory: A literary form in which something is said to be like something else; often used to communicate a hidden or symbolic meaning.

covenant: A solemn agreement between human beings or between God and human beings in which mutual commitments are recognized. The word comes from the Hebrew for "a cutting," referring to the sacrifice offered to seal the oath. In the Book of Genesis, God makes Covenants with Noah and Abraham. Testament is a synonym for covenant.

Creation: "The act by which God willed into existence everything that is" (Psalm 89:11). The first Creation narrative offers an orderly account of Creation occurring over six days, with God resting on the seventh. The second account begins with the creation of man and focuses on humanity's relationship with God. These accounts are not historical, but reveal the truth of God's desire for relationship with humankind.

historical genre: A retelling of events paying particular attention to the details, like names, dates, and places. Histories can use characters and events to communicate deeper meanings, but their primary purpose is to give an account of the development of a community and their identity.

matriarch: A title given to a woman married to the chief of an Israelite family, in particular, a woman who dedicated her life to the Covenant made with Abraham.

mythical genre: Stories passed down over generations, often told orally, to convey a moral or religious truth, not facts. Myths use symbol and allegory (comparison) to illustrate their message or truth. The first eleven chapters of Genesis illustrate the mythical genre, sometimes called prehistory.

oral tradition: The handing on of the message of God's saving plan through words and deeds.

patriarch: This word, from the Greek for "chief" or "head of a family," is a title given to the fathers of the Old Testament, such as Abraham, Isaac, and Jacob, who were divinely selected to guide the Chosen People.

sacrifice: In the Old Testament, an offering made to God. Israelites often sacrificed animals to God in adoration, repentance, gratitude and honor, and as atonement for infractions of the Law in order to reconcile their covenant relationship with God.

sin: "Missing the mark," falling short of God's will for human life. In the Old Testament, primarily portrayed as disobedience to God, to his Covenant and Commandments. A decision that separates us from, or damages, a loving relationship with God.

vocation: A calling from God to fulfill a particular purpose or mission in life.