

LIVE JESUS IN OUR HEARTS

REVELATION AND THE OLD TESTAMENT



saint mary's press

UNIT 1

God's Original Revelation

How does the Bible
help me know God?

OVERVIEW

Unit Summary

In this unit, students begin their study of Revelation and Sacred Scripture by exploring the Book of Genesis. They learn to distinguish between natural revelation and Divine Revelation, and they explore the process by which the Bible was written. They develop an initial understanding of why familiarity with both the Old Testament and the New Testament is essential for growing in Christian faith, and they engage in a basic process of biblical exegesis.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Read and study Sacred Scripture in an informed, intelligent, and prayerful manner, with an awareness of the ways in which Scripture is a privileged means for encountering God's self-revelation.	USCCB Framework The Revelation of Jesus Christ in Scripture: IA,B2a-c; IIA-B; III; IVA-B

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS
<p>U1. The Bible reveals God's plan of essential goodness, holiness, and justice for all of creation.</p> <p>U2. We can come to know God through natural revelation and Divine Revelation.</p> <p>U3. The Bible is a complex collection of books organized into two closely interrelated testaments that were written by various authors over an extended period of time.</p> <p>U4. The Holy Spirit, the teachings of the Magisterium, and the tools and methods of biblical exegesis enable us to understand and interpret Scripture.</p>	<p>Q1. Why is there evil in the world? Was that part of God's plan?</p> <p>Q2. How do I know God exists?</p> <p>Q3. Why is the Bible so complicated?</p> <p>Q4. How do I make sense out of all those old stories in the Bible?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Book of Genesis contains two complementary Creation accounts.</p> <p>K2. The pre-history accounts found in Genesis include the Fall, Cain and Abel, the Great Flood, and the Tower of Babel.</p> <p>K3. The beauty and complexity of the natural world reveals the goodness of God the Creator.</p> <p>K4. Divine Revelation enables us to know God, not simply to know about God.</p> <p>K5. The fullness of Divine Revelation is found in the life, Passion, death, Resurrection, and Ascension of Jesus.</p> <p>K6. Scripture is a unique and privileged venue in which to encounter Divine Revelation.</p> <p>K7. The Bible was written by way of a long process that took many years, including a shift from oral tradition to written tradition.</p> <p>K8. The Old Testament and New Testament are inextricably linked in many ways.</p> <p>K9. Methods of biblical exegesis, such as form criticism, help us to understand the human authors' intentions and God's Revelation more clearly.</p> <p>K10. The Holy Spirit is present with us when we seek to interpret the Bible in a way that is authentically open to God's Revelation.</p>	<p>S1. Read Scripture with care, thoughtfulness, and attention to detail.</p> <p>S2. Explain the process through which oral tradition becomes written tradition.</p> <p>S3. Attune themselves to God's presence in the natural world.</p> <p>S4. Pray with Scripture in a respectful and meditative manner.</p> <p>S5. Identify and explain the stages of development by which the Bible came to be in its current form.</p> <p>S6. Articulate the importance of form criticism as a crucial initial step in biblical interpretation.</p> <p>S7. Recognize key literary forms that are found in the Bible.</p> <p>S8. Offer concrete examples of the ways in which the Old Testament and the New Testament are interrelated.</p> <p>S9. Conduct a basic process of biblical interpretation (exegesis).</p>

UNIT 2

God Revealed to His Chosen People

How do I keep my focus on God?

OVERVIEW

Unit Summary

This unit explores God’s Revelation to the Chosen People in four periods of ancient Israelite history: the era of the patriarchs and matriarchs, the Exodus from Egypt and the wilderness years, the era of the judges, and the united monarchy. The students will read, study, and interpret biblical texts from each of these time periods and consider the implications of these inspired stories for their own faith lives.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Read, study, and interpret the Pentateuch and the historical books with attention both to the socio-historical context of ancient Israel and to the contemporary relevance of these biblical books for the students’ personal and communal lives of faith.	USCCB Framework The Revelation of Jesus Christ in Scripture: I.B.2a–b

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The stories of the Biblical patriarchs and matriarchs teach us that God is always faithful to us and near to us, even in the most challenging circumstances.</p> <p>U2. Beginning with the ancient Israelites and continuing until today, God’s liberating power brings us from slavery to freedom and provides us with a path to holiness.</p> <p>U3. Throughout the period of Joshua and the judges, God was ever faithful to the Israelites, even when they repeatedly broke the covenant.</p> <p>U4. The nation of Israel experienced many ups and downs as God worked in and through Saul, David, and Solomon, despite their flaws and sinfulness.</p>	<p>Q1. How do I find God when my life can be such a mess?</p> <p>Q2. How does God free me from the things that keep me down?</p> <p>Q3. Does God get tired of us making the same mistakes over and over?</p> <p>Q4. What tempts me to stray from God’s call?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. God formed a covenant with Abraham, Sarah, and their descendants that endures to the present day.</p> <p>K2. The patriarchs and matriarchs endured many challenging times of great adversity as they struggled to be faithful to the covenant.</p> <p>K3. Through the leadership of Moses, God acted to free the Israelites from slavery in Egypt.</p> <p>K4. Following the Israelites’ liberation from slavery in Egypt, God renewed the covenant with the Chosen People at Mount Sinai.</p> <p>K5. The laws that God gave the Israelites to follow are found in the Pentateuch, primarily in the Book of Leviticus.</p> <p>K6. The Books of Exodus, Joshua, and Judges frequently portray God as a warrior.</p> <p>K7. The Book of Deuteronomy contains Moses’s final instructions to the Israelites before they enter the Promised Land and he passes away.</p> <p>K8. The Book of Ruth provides a contrasting, yet complementary, view of God than that found in the books that precede and follow it.</p> <p>K9. The deuteronomic cycle describes the pattern by which God repeatedly saved the Israelites from the consequences of their infidelity to the covenant.</p> <p>K10. The Historical Books contain many prominent, important female characters, including Deborah, Ruth, and Hannah.</p>	<p>S1. Identify key figures in Abraham and Sarah’s family tree.</p> <p>S2. Use their imagination to see situations described in the Bible from the perspective of various biblical characters.</p> <p>S3. Perceive the Israelites’ journey from slavery to freedom as a foundational story of liberation applicable to a variety of contexts.</p> <p>S4. Express an appreciation for the role of biblical laws in guiding the Israelites to holiness.</p> <p>S5. Articulate the nuances, benefits, and pitfalls of using metaphorical language for God, with particular attention to the metaphor “God is a warrior.”</p> <p>S6. Apply the themes and lessons of biblical narratives to their own lives, particularly (but not exclusively) to their faith lives.</p> <p>S7. Recognize recurrent literary, thematic, and theological patterns in the Old Testament.</p> <p>S8. Explain connections, parallels, and points of contrast between the Old Testament and the New Testament.</p> <p>S9. Use exegetical research, the visual and performing arts, and personal prayer and reflection to interpret Scripture in a way that is faithful to the text, yet thought-provoking and creative.</p>

ACQUISITION continued	
KNOWLEDGE <i>Students will know . . .</i>	
K11. God establishes a covenant with David that Christians understand to be fulfilled in Jesus.	
K12. The monarchy presented the ancient Israelites with both benefits and challenges.	

UNIT 3

God Revealed through Kings and Prophets

Why do the kings and prophets matter?

OVERVIEW

Unit Summary

In this unit, the students explore the prophetic literature of the northern and southern kingdoms. The unit begins with Elijah and Elisha who appear in the Deuteronomic history, and then moves to the writing prophets, including Hosea, Amos, Isaiah, Jeremiah, and Ezekiel. The material emphasizes the prophets' ministry of calling people back to fidelity to the covenant, with all that such faithfulness entails, including authentic worship, concern for people who are poor and marginalized, and reliance on God. The unit concludes by considering the ways in which the Old and New Testaments are interwoven, particularly with regard to Jesus.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Read, study, and interpret the prophetic books with attention to their historical meaning, spiritual significance, and potential for inspiring and supporting a deeper, more committed life of faith.	<i>USCCB Framework</i> The Revelation of Jesus Christ in Scripture: I.2.b.3; IV.C

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The relationship between a king and his prophet was an uneasy one. As God’s mouthpiece, a prophet called the king, as well as the Israelites, back to fidelity to the covenant.</p> <p>U2. During times of great suffering and sinfulness, the prophets offered hope to the Israelites and reminded them of God’s enduring love.</p> <p>U3. Theologically, God’s plan is prefigured in the people and events of the Old Testament and fulfilled in Jesus Christ as revealed in the New Testament.</p>	<p>Q1. How did the kings and prophets get along?</p> <p>Q2. How does God react when we screw up?</p> <p>Q3. How does the Old Testament prepare us for Jesus?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. Elijah, Elisha, Amos, and Hosea were key prophets of the northern kingdom of Israel.</p> <p>K2. The prophets’ relationships with the Israelite kings varied: Some kings rejected the prophet’s message, while other kings were receptive to it.</p> <p>K3. Like the ancient Israelite prophets, modern-day prophets invite us to grow in faithfulness to God and to serve our sisters and brothers in need.</p> <p>K4. The Book of Jonah is a humorous story that teaches us that all people—even our enemies—matter in the eyes of God.</p> <p>K5. Isaiah, Jeremiah, and Ezekiel were key prophets of the southern kingdom of Judah.</p> <p>K6. The Book of Isaiah was probably written by three different prophets in three different time periods.</p> <p>K7. As intermediaries, the prophets proclaimed God’s Word to the people and articulated the people’s needs and concerns to God.</p> <p>K8. The Babylonian Exile began in 587 BC, when Babylon conquered Judah.</p> <p>K9. The Babylonian Exile ended in 538 BC, when King Cyrus of Persia conquered Babylon and allowed the exiles to return home.</p> <p>K10. The Israelites wrote much of the Old Testament during the Babylonian Exile.</p> <p>K11. The messianic prophecies of the Old Testament are like job descriptions for the promised Messiah.</p> <p>K12. The Old Testament and the New Testament are inked as a unified, interwoven account of God’s eternal plan of salvation.</p>	<p>S1. Analyze the life and writings of a prophet using key characteristics of the Israelite prophets as an interpretive lens.</p> <p>S2. Identify several prophets of both the northern and southern kingdoms.</p> <p>S3. Reflect, orally and/or in writing, on the life and message of several modern-day prophets.</p> <p>S4. Utilize the Critical Questioning Method to explore both the basic meaning and the deeper significance of biblical texts.</p> <p>S5. Articulate the historical and religious significance of the Babylonian Exile.</p> <p>S6. Interpret passages from the prophetic books with attention to their original historical context and their contemporary relevance for people of faith.</p> <p>S7. Identify and explain connections and parallels between the Old Testament and the New Testament, particularly with regard to Jesus Christ.</p> <p>S8. Utilize technology and/or artistic expression to interact with and interpret biblical texts in meaningful ways.</p>

UNIT 4

God Revealed through Holy People and Worship

How do challenging times
deepen our faith?

OVERVIEW

Unit Summary

In this unit, the students explore the Old Testament's post-exilic literature, including some books that are classified as historical (First and Second Chronicles, Ezra, Nehemiah, Tobit, Judith, Esther, and First and Second Maccabees) and the wisdom books (Jobs, Psalms, Proverbs, Ecclesiastes, Song of Songs, Wisdom, and Sirach). The unit begins with the Jews' return to Jerusalem following the Babylonian Exile and continues through the period of Greek rule, which lasts until about fifty years before the birth of Jesus.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Employ a variety of learning modalities to engage with biblical texts in a manner that is intellectually sound, theologically accurate, and spiritually nourishing for their journey of life and faith.	USCCB Framework The Revelation of Jesus Christ in Scripture: I.B2.b4; II.C3.c

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. Following the Babylonian Exile, the Jewish People rebuilt their religious identity by focusing on proper worship at the Temple in Jerusalem.</p> <p>U2. In challenging times characterized by violence and persecution, many Jews gave witness to their steadfast faith in God.</p> <p>U3. The Bible’s wisdom literature helps us to explore profound questions regarding faith, suffering, and human relationships.</p>	<p>Q1. Why was rebuilding the Temple so important?</p> <p>Q2. How do people face big challenges in biblical times?</p> <p>Q3. How do I live a good life?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Jews returning home after the Exile in Babylon faced the daunting task of rebuilding the city of Jerusalem, including the Temple.</p> <p>K2. Because the Temple was considered to be the very dwelling place of God, it was the most sacred place of the Jewish faith.</p> <p>K3. The Psalms played an important role in Temple worship.</p> <p>K4. Because the Psalms express the whole gamut of human emotions, they are a rich resource for personal and communal prayer and reflection.</p> <p>K5. The Books of Tobit, Judith, and Esther are historical fiction written to encourage the Jews who were struggling under Greek oppression.</p> <p>K6. During the Maccabean Wars, many Jews suffered martyrdom rather than commit apostasy.</p> <p>K7. The arts—including visual art and music—can give us further insights into biblical texts.</p> <p>K8. The Book of Job questions the Israelite belief in divine retributive justice.</p> <p>K9. In the wisdom literature, divine Wisdom is personified as a woman.</p> <p>K10. The wisdom literature invites us to remember God’s faithful presence with us in both good times and bad.</p>	<p>S1. Articulate the significance of places that they experience as sacred; that is, as uniquely revelatory of God’s presence.</p> <p>S2. Utilize the Psalms in personal and communal prayer.</p> <p>S3. Engage in <i>bevruta</i> with a partner as a means of delving deeply into a biblical text.</p> <p>S4. Interpret artistic images that portray biblical characters and stories.</p> <p>S5. Participate effectively in a Socratic seminar through attentive listening and thoughtful speaking.</p> <p>S6. Reflect, orally and/or in writing, on the profound questions raised by the wisdom literature.</p> <p>S7. Identify biblical themes present in music and other elements of popular culture.</p> <p>S8. Produce their own art and/or writing that demonstrates deep engagement with and personal appropriation of biblical themes.</p>

UNIT 5

God Revealed through Jesus and the Church

How is Jesus' mission kept alive?

OVERVIEW

Unit Summary

The final unit of this course offers a basic overview of New Testament writings: the Gospels, the Acts of the Apostles, the epistles, and the Book of Revelation. This material is intended to provide the students with a brief yet comprehensive survey of the New Testament as a foundation for further Scripture study in future courses. The unit's final chapter introduces the students to the Church's rich tradition of praying with Scripture individually, communally, and liturgically.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Develop and deepen their relationship with Jesus Christ through prayerful, informed, reflective engagement with the writings of the New Testament.	USCCB Framework The Revelation of Jesus Christ in Scripture: I.B3.a-c; II.C1-3; V.A-D

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The Gospels offer four portraits of Jesus—each with a unique perspective—that together proclaim one message of salvation.</p> <p>U2. As recounted in the Acts of the Apostles, the epistles, and the Book of Revelation, the growth of the early Church was fueled by the preaching of the Apostles and the passion of the early missionaries.</p> <p>U3. In both individual and communal prayer, Scripture nourishes our faith through a transformative encounter with Jesus, the Word Made Flesh.</p>	<p>Q1. Don't the four Gospels say the same thing?</p> <p>Q2. Who got the Church going after Jesus' Ascension?</p> <p>Q3. How can I use the Bible to pray?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The synoptic Gospels—Matthew, Mark, and Luke—contain many similar accounts of Jesus' public life and ministry.</p> <p>K2. The Gospel of John differs from the synoptic Gospels in its language, tone, thematic emphases, and portrayal of Jesus.</p> <p>K3. All four Gospels emphasize the events of the Paschal Mystery.</p> <p>K4. Saint Paul traveled throughout the Mediterranean world to spread the Gospel.</p> <p>K5. In Saint Paul's letters to the early Christian communities, he offered practical advice, encouragement, and guidance.</p> <p>K6. The non-Pauline New Testament letters are the Catholic epistles.</p> <p>K7. The Book of Revelation offered hope to early Christians who were suffering persecution because of their faith.</p> <p>K8. The Liturgy of the Hours is the official, public, daily prayer of the whole People of God, the Church.</p> <p>K9. <i>Lectio divina</i>, or holy reading, is a way of praying with Scripture that fosters deep contemplation and closer union with God.</p> <p>K10. Many traditional devotional prayers—such as the Stations of the Cross and the Rosary—are rooted in Scripture.</p>	<p>S1. Describe the unique portrait of Jesus that emerges from each of the four Gospels.</p> <p>S2. Explain why the passion narratives and resurrection narratives are detailed, consistent, and prominent in all four Gospels.</p> <p>S3. Identify several distinctive elements of the Gospel of John.</p> <p>S4. Articulate Saint Paul's importance to the growth of the early Church.</p> <p>S5. Analyze New Testament passages with attention to both their original context and their contemporary relevance.</p> <p>S6. Pray the Liturgy of the Hours, individually and communally.</p> <p>S7. Identify the four stages of <i>lectio divina</i>.</p> <p>S8. Specify at least two examples of scripturally based devotional prayers.</p> <p>S9. Articulate the ways in which praying with Scripture is a privileged means of coming to encounter, know, and love Jesus.</p> <p>S10. Utilize Scripture to create and to participate in both individual and communal prayer experiences.</p>