

# Final Performance Task Options for Unit 3

## Important Information for All Three Options

The following are the main ideas that 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:

- Through signs and plagues, God made his presence to the Israelites known while they were in exile, in slavery, and in the desert. God's signs illustrated his dedication to the Covenant with Abraham and God's call to unite Israel as his Chosen People.
- God revealed himself to Moses at the burning bush and again on Mount Sinai with the presentation of the Ten Commandments. This is called theophany.
- The Law (Commandments) and ritual are the foundation of life dedicated to the Covenant.
- Festivals and sacrifice help us to remember and observe the events of salvation history.

## Option 1: Newspaper Report: The Golden Calf

You will take on the role of a reporter for a newspaper to research and report on the behavior of the Israelites at the base of Mount Sinai, specifically when the Israelites created the Golden Calf while Moses was being presented with the Ten Commandments. The purpose of this task is to fully understand the pattern of sin and atonement as it is presented in the Book of Exodus. As a reporter, you have the obligation to relay the following information:

- What was the context? (What happened? Why were the Israelites there? What was the emotional environment?)
- Who was there?
- What was said? by whom?
- How will these events affect the readers' understanding of this story? (Do not simply summarize the events as they are presented in Scripture, but present them from a unique and interesting angle.)
- Include your understanding of the terms *sin* and *atonement* as they have been presented throughout this unit.

Your newspaper article should be written for a specific audience. Be sure to identify the title and audience of your newspaper in your final project write-up. It should be two pages, typed, double-spaced, and carefully edited, and it should include a visual. The visual should be a "photograph" that presents the angle from which you are telling your story.



## Option 2: Reflection Paper on the Shema and the Lord's Prayer

Carefully read and analyze the Shema, Deuteronomy 6:1–9, and the Lord's Prayer, Matthew 6:5–15, and write a reflection paper that considers what these prayers are asking, how the prayers are worded, and what is similar about the prayers.

You may want to read the sidebar “A Lord's Prayer Reflection,” near Mt 6:5–15 in *The Catholic Youth Bible*® to help you begin your analysis of these prayers and to identify a common theme. Then do the following:

- Read and examine the Shema, Deuteronomy 6:1–9. Consider its placement in the Scriptures. When was the book of Deuteronomy written? under what circumstances? Who was the audience? What difficulties was the audience dealing with? Research the Book of Deuteronomy and the Shema to determine what the focus of the prayer is and why it is presented in this way.
- Read and examine Matthew 6:5–15, the Lord's Prayer. Consider its placement in the Scriptures. When was the Gospel of Matthew written? under what circumstances? Who was the audience of this Gospel? What difficulties was the audience dealing with? Research the Gospel of Matthew to determine what the focus of the prayer is and why it is presented in this way. Be sure to reference the footnotes for assistance.
- When your research is complete, write a multi-paragraph essay reflecting on the Shema and the Lord's Prayer and their similarities.

Your final performance task for the Shema and Lord's Prayer should be a multi-paragraph reflection paper, typed, double-spaced, and carefully edited. You may include a visual, although it is not required for this option.

## Option 3: A People Set Apart

For this final performance task, you must identify a person, place, or thing that has been set apart for sacred use and that was not already discussed in step 7. Your choice can be made from either the Jewish or Christian tradition, but it must fulfill the definition of “set apart” that was established in step 7. Follow these steps:

- Identify a person, place, or thing that has been set apart (consecrated) for sacred use. Review your notes from step 7 to ensure your choice qualifies for this final performance task.
- Explain how it is set apart, through a written analysis. Your analysis should include the following:
  - Identify the person, place, or thing that is set apart.
  - Explain how it is set apart.
  - Identify the use of the thing, significance of the place, or role of the person that is set apart.
  - Describe why this person, place, or thing is set apart. Make a connection to an event in salvation history that gives the person, place, or thing meaning.

Your analysis should be typed and double-spaced in a well-organized, multi-paragraph presentation. You may accompany your analysis with a visual presentation of the person, place, or thing that is set apart.

