

Religion Class

Life Maps: Unit Project for Freshman Religion



http://farm1.static.flickr.com/93/233373749_bee1b0e14e.jpg

Grade Level(s)

9th

Content Area(s)

Bible/Religion

In the Beginning...God Lesson 19

Description/Abstract of Lesson

This project has the students create “Life Maps” for themselves in the style of treasure maps. They take the key, shaping events from their past, and find ways to illustrate them as the path that they have already traveled, and then take their goals and future milestones, representing them in similar fashion. Symbols, or stops along the path, should include both the negative and positive moments from the past, and may include things such as their birth (beginning of the path!), family moments, school moments, spiritual realization/commitment moments, friendships made, etc. Symbols should be fashioned in the likeness of things often found on maps: for example, hard times could be represented as mountains or jungles, transitions can be represented by bridges, close calls can be represented by cliffs, etc. The future stops are up to the student’s imagination, and include their hopes, dreams, commitments, maybe career ideas, etc. The goal of the map is to lead to Heaven, the ultimate “X Marks the Spot.” Students should present their maps at the conclusion of the project.

Time Requirements

Preparation Time: About an hour to prepare the sample for the students.

Class Time: Two 90-minute class periods for construction, plus an additional class period for presentations. Students should be allowed to take work home to finish/embellish prior to the presentations.

Concept/Enduring Understanding

Students connect their own choices and defining moments with the success of their life thus far, and look ahead to select the decisions and defining moments in their future that will lead them to their desired destination.

Essential/Guiding Questions:

How can students both acknowledge their past and prepare for their eternal destination?

Journey To Excellence Standards Addressed

- J2E 1.1 Accept God as the Creator and the Redeemer.
- J2E 2.6 Relate to lifestyle choices and cultural issues based on biblical principles.
- J2E 5.5 Achieve a balance in work and leisure; balance physical, mental, social and spiritual activities.
- J2E 5.6 Recognize the interaction of physical, mental and spiritual health with emotional and social well-being.
- J2E 6.2 Use critical and creative thinking skills in “real-world” experiences.
- J2E 6.6 Approach all intellectual pursuits from a biblical perspective.
- J2E 7.1 Communicate effectively through the avenues of reading, writing, listening, speaking and non-verbal language.
- J2E 7.2 Apply a Christ-centered perspective to all forms of personal expression and media.
- J2E 7.5 Utilize communication skills to enhance one’s Christian witness.
- J2E 8.1 Develop responsible decision-making skills.
- J2E 9.3 Develop fine arts talents through practice, performance and presentation.
- J2E 9.4 Use aesthetic expression as a means of communication and service.

- J2E 10.1 Develop an awareness of career options and opportunities in a changing world, as well as in the church.
- J2E 10.2 Recognize the role of useful work in personal development and maintaining self-worth
- J2E 10.5 Identify one’s interests, abilities and values, understanding their relationship to career options.
- J2E 10.6 Always put forth one’s best effort in every task.

Specific Learning Outcomes

Head (know): The learner will evaluate their past experiences and plan for their future experiences in light of their ultimate destination.

Heart (feel): The learner will feel accepting of their past and hopeful for their future. The learner will develop a value for the decisions that they make and how those decisions have lasting consequences.

Hand (do/respond): The learner will develop an awareness of the opportunity to share their spiritual journey thus far, and, through cultivation of applying creative means or presentation to their “testimonies” (as they become), be enabled to share their pasts and preferred futures with others.

Assessment of Outcomes

- Students will list their influential life experiences, identifying their spiritual journey and defining moments.
- Students will represent their goal of Heaven, with the value of good decisions, life directions, and relationships (especially with Jesus) as what keeps them on their “path.”
- Students will utilize their maps as a testimony of their lives that they can share with others.

Teaching Strategies & Instructional Management

Presentation of Lesson 19 in the Textbook

Teacher demonstration of the Map

Map construction time

Map presentation time

Required Materials

- *In the Beginning...God* Textbook
- Notebook Paper (for brainstorming their defining moments and their related symbols...this should happen, and be approved by the instructor, before anyone receives their map paper!)
- Handouts of the Grading Rubric
- Paper grocery bags, cut down the middle, with the bottom removed (for the map material. I have never actually had to purchase the bags...I have gone to the local grocery store and just asked them to donate them to my classroom. Obviously, have students construct their projects on the opposite side of the bag from the market's logo. Bags can also be purchased in bulk from a restaurant supply store, or wholesale store)
- Markers (pencil does NOT show up well on brown paper bags! But PLEASE have your students outline their maps before filling them in with marker!)

Lesson Evaluation & Teacher Reflection

Look to see that students have completed their work neatly and completely. You may ask them to come up with a standard number of past and future moments (ten of each) to make your grading easier. Have fun, and enjoy the creativity of your students!