THEME 1 APPENDIX 17

**A Modern Parable Assignment**

**Instructions:** Students are to demonstrate that they are able to read, understand, and apply the gospel message to contemporary life.

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| **STEP** | **TASK** | **DESCRIPTION** | |
| **#1** | **CHOOSE** http://blog.colortonerexpert.com/wp-content/uploads/2011/01/choosing-printer.jpg | **Choose a biblical parable that Jesus taught his disciples from the list below:** | |
| The Unforgiving Servant (Matt.18-23-35) The Labourers in the Vineyard (Mtt.20.1-16)  The Two Sons (Mtt 21.28-32) The Wedding Banquet (Mtt 22.1-14)  The Ten Bridesmaids (Mtt 25.1-13) The Talents (Mtt 25.14-30)  The Sower (Mk 4.1-9, Lk 8.4-8, 11-15, Mtt. 13.1-9)  Weeds Among the Wheat (Mtt 13.24-30)  Mustard Seed (Mtt 13.31-32, Lk 13.8-19) The Yeast (Mtt 13.33)  Three Parables (Mtt. 13.44-47) Lamp Under a Bushel Basket (Mk 4.21-25) | Growing Seed (Lk 4.26-29) The Rich Fool (Lk 12.13-34)  The Barren Fig Tree (Lk 13.6-9) The Great Dinner (Lk. 14.15-24)  The Lost Sheep (Lk. 15.1-7) The Lost Coin (Lk 15.8-10)  The Prodigal Son (Lk 15.11-32) The Dishonest Manager (Lk 16.1-13)  The Rich Man and Lazarus (Lk 16.19-31) The Pharisee and the Tax Collector (Lk 18.9-14)  The Ten Pounds (Lk 19.11-27) The Wicked Tenants (Lk 20.9-19) |
| **#2** | **ANALYSE**  http://finishwell.rhondafrye.com/wp-content/uploads/2010/12/bibleclipart.jpg | **Read** the parable until you understand what it means. You may need to read it several times until you understand what it means. **Answer** the questions below by typing or neatly hand writing your responses. Devote one paragraph to each answer. You may need to do some research in order to answer A) and B). Make sure you **cite** your sources.   1. **Explain the simile or metaphor Jesus uses in the parable.** 2. **What is the religious truth or moral truth taught in the parable?** 3. **Why do you think Jesus chose to include this teaching in his instruction to his disciples?** | |
| **#3** | **CREATE**  http://morganwylie.files.wordpress.com/2011/03/reading-with-kids-girl-writes-learn-to-read.jpg | **Write** a modern parable that teaches the same **religious or moral truth** as the biblical parable you analysed above. Present your good copy in one of the following formats:   1. A story book 2. A story board 3. A cartoon strip (eg. Bitstrips) 4. A slide show (PowerPoint Presentation) 5. A poster | |
| **#4** | **SUBMIT** | Submit the following:   * Your answers to the questions * A bibliography * Your modern parable * The assignment rubric | |

**Curriculum Expectations Evaluated:**

* Develop appropriate skills for interpreting scripture through a harmony of methods of exegesis and the guidance of the Teaching authority of the Church.
* Use the tools of exegesis to interpret the Gospels (eg. Author’s community and purpose, literary genres employed, effects of oral tradition).
* Retell the parables of Jesus in relation to contemporary time.

THEME 1 APPENDIX 15

**Assessment and Evaluation Rubric**

A Modern Parable Assignment

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **CATEGORY** | **CRITERIA** | **Level One**  **(50%-59%)** | **Level Two**  **(60%69%)** | **Level Three**  **(70%-79%)** | **Level Four**  **(80%-100%)** |
| **KNOWLEDGE &**  **UNDERSTANDING** | **Knowledge of Content (eg. Scripture)**  **Understanding of Content (eg. Religious Truths and moral truths taught in Scripture)** | Demonstrates limited knowledge of content.  Demonstrates limited understanding of content. | Demonstrates some knowledge of content.  Demonstrates some understanding of content. | Demonstrates considerable knowledge of content.  Demonstrates considerable understanding of content. | Demonstrates thorough knowledge of content.  Demonstrates thorough understanding of content. |
| **THINKING &**  **INQUIRY** | **Use of processing skills (eg. Discerning, selecting, analysing, synthesizing).**  **Use of critical / creative thinking processes.** | Uses processing skills with limited effectiveness.  Uses critical / creative thinking processes with limited effectiveness. | Uses processing skills with some effectiveness.  Uses critical / creative thinking processes with some effectiveness. | Uses processing skills with considerable effectiveness.  Uses critical / creative thinking processes with considerable effectiveness. | Uses processing skills with a high degree of effectiveness.  Uses critical / creative thinking processes with a high degree of effectiveness. |
| **COMMUNICATION** | **Expression and organization of ideas and information (eg. Clarity of expression).**  **Communication for different audiences and purposes.**  **Use of Conventions (eg. Religious language, religious symbols, media useage), vocabulary, and terminology in oral, visual and written forms.** | Expresses and organizes ideas and information with limited effectiveness.  Communicates for different audiences and purposes with limited effectiveness.  Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness. | Expresses and organizes ideas and information with some effectiveness.  Communicates for different audiences and purposes with some effectiveness.  Uses conventions, vocabulary, and terminology of the discipline with some effectiveness. | Expresses and organizes ideas and information with considerable effectiveness.  Communicates for different audiences and purposes with considerable effectiveness.  Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness. | Expresses and organizes ideas and information with a high degree of effectiveness.  Communicates for different audiences and purposes with a high degree of effectiveness.  Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness. |
| **APPLICATION** | **Transfer of knowledge and skills (exegetical skills applied to scripture) to new contexts.**  **Making connections between Religious Education and the world (eg. Moral issues, social justice issues).** | Transfers knowledge and skills to new contexts with limited effectiveness.  Makes connections between various contexts with limited effectiveness. | Transfers knowledge and skills to new contexts with some effectiveness.  Makes connections between various contexts with some effectiveness. | Transfers knowledge and skills to new contexts with considerable effectiveness.  Makes connections between various contexts with considerable effectiveness. | Transfers knowledge and skills to new contexts with a high degree of effectiveness.  Makes connections between various contexts with a high degree of effectiveness. |

**Descriptive Feedback**