

Luke's Family Portraits



Revised Faith Portraits I: *The Family of God*
The Gospel of Luke

by
Gail Tiessen and Elfrieda Lepp-Kaethler

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Revised *Faith Portraits I: The Family of God*

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Luke's Family Portraits includes:

- Instructor's instructions for each unit
- Complete texts and scripts
- Learner worksheets
- Master SLIDES with embedded Audio
- Activity cards
- CD of all task materials in electronic (Adobe PDF) format

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Grammar Shapes® by Elaine Peters adapted and used by permission.

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Introduction to Luke's Faith Portraits

Instructor Notes

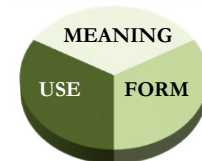
Luke's Faith Portraits is an English Language Curriculum based on the Gospel of Luke. It is designed for learners of English at an intermediate level (Canadian Language Benchmarks 5-6). It is for use in church based English as an Additional Language programs, academic settings and small groups and tutoring sessions.

The painting on the cover of this curriculum is **Maerten Jacobsz van Heemskerck. *St. Luke Painting the Virgin***. c. 1545-50. Oil on wood. Musée des Beaux-Arts, Rennes, France.* A number of writers refer to Luke, the writer of the third Gospel and the Acts of Apostles as a painter (Angelini & Hoagland 1986; Koenig-Brick 1995; Longenecker & Witherington 2002; Caldwell 1959). Luke has been the patron saint of various painters' guilds since the XV century. JJ Oosterzee, a Dutch theologian of the 1850's and 1860's, refers to a recent tradition (1860 AD), that Luke was a painter, and painted the portraits of our Lord, the Virgin, and the Apostles. He points out that the writings of Luke are picturesque "full of high and holy art, delighting us by their interesting groups and animated portraits of the best and purest of men (*and women*). (Oosterzee 1960).

Inspired by this tradition and by Luke's picturesque language, we as curriculum writers decided on a visual arts focus, particularly highlighting portraits of people in a literal and metaphoric sense. The title of the curriculum, ***Luke's Family Portraits***, alludes to the descriptive style of Luke's writing. Throughout the curriculum, the learners are working with visual and verbal 'portraits' illustrating the people and events surrounding the life of Jesus.

In addition to the Portraits theme, the Family Tree theme runs through the curriculum. The Family Tree (an olive tree) was developed in connection with the portraits idea in order to illustrate the relationships of people in a family tree. The tree is a common biblical metaphor used to convey a variety of ideas. Luke uses the metaphor of harvest to speak of the people whose lives have changed in their encounter with Jesus. The tree metaphor is also employed by Paul to illustrate the relationship between Jews and non-Jews (Romans 11:17-24). Luke is a gentile (non-Jewish) Christian writing for non-Jewish readers. While Jesus is a Jew, with his roots in the Jewish family and tradition, he is the Messiah for the whole world, as described by Luke. Luke's writing particularly highlights people at the margins of society (Gentiles, women, the poor, those suffering diseases and other social outcasts). The family tree metaphor in this curriculum illustrates the inclusion of people from all social classes, cultural and racial backgrounds into the family of God.

The tasks in each unit are designed with a specific focus in mind. They fit together into an overall design of MEANING, FORM and USE.†



* Used with permission from <http://www.abcgallery.com/H/heemskerch/heemskerch8.html>

† The authors of this curriculum would like to acknowledge the idea of Form, Meaning and Use, taken from Diane Larsen-Freeman. However we have adapted the use of these terms slightly.

The first four tasks (tasks 1-4) of each unit focus on the **MEANING** of the text. In these tasks the main purpose is for the learners to understand what the text communicates. The first task in each unit opens with a pre-reading, pre-listening task that begins with the experience of the learners, activates prior knowledge and prepares them for listening and reading of the text. Task 2 in each unit is a listening task in which the learners are exposed to the portraits for the first time. In task 3 the learners deal with key vocabulary for comprehension. English makes use of a large number of idioms and metaphors, which are particularly challenging for language learners. The focus of this task is to explore idiomatic language and structural metaphors at work in the text. Task 4 is a reading task designed to give the learners a basic understanding of the content of the text through the instruction of a variety of reading skills and strategies.

The focal point of the second four tasks (tasks 5-8) is the **FORM** of the language. Tasks 5 and 6 have a pronunciation focus. Task 5 deals with segmental aspects (individual sounds) while task 6 moves into supra-segmental elements such as word stress, sentence stress, rhythm, pitch and intonation. Tasks 7 and 8 focus on the first two of three levels of grammar addressed in this curriculum.[‡] Task 7 explores experiential aspects of grammar, dealing with grammar forms at a sentences level. Task 8 deals with using grammar to make interpersonal meaning with a particular focus on question formation. Both tasks 7 and 8 make use of Grammar Shapes[§], a visual and kinesthetic form of conceptualizing grammar relationships.

The final four tasks (tasks 9-12) take the learners back into understanding the text at a deeper level and lead them to a functional **USE** of the language acquired throughout the unit. In task 9 learners examine the people mentioned in the text at closer range through 'verbal portraits' and artist's renditions of these people. Learners make inferences about character traits and analyze elements of plot and characterization. Each portrait task includes a "Painter's Palette Word Wall" which is a means of developing vocabulary particular to describing people (mainly descriptive adjectives.) Task 9 concludes with the Family Tree Chart. Task 10 has a socio-cultural focus in which learners are guided into a deeper understanding of the meaning of text. Analytical skills are fostered. A variety of discussion boards are used to facilitate reflection and discussion surrounding the underlying themes addressed in the text, moving the learners to reflect on similar themes in contemporary life. Task 11 deals with the third level of grammar and takes the learners into an analysis of the structural and discourse grammar of the text or of equivalent contemporary discourse patterns. Task 12 brings the unit to a conclusion with a writing task in which the learners gain writing skills and apply the language in a functional form useful for everyday life.

[‡] In this curriculum, grammar is dealt with at three levels as outlined by David Butt. Experiential grammar is dealt with in task 7, interpersonal grammar is dealt with in task 8 and discourse/ textual grammar is dealt with in task 11. (Butt, David et al. *Using Functional Grammar: An Explorer's Guide*. Sydney, NSW: National Center for English Language Teaching and Research, 2000.)

[§] Grammar Shapes were adapted from Elaine Peters. See appendix for a complete overview of Grammar Shapes.

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UNIT (≅) is approx.	Task 1: Pre-reading	Task 2: Listening	Task 3: Vocabulary	Task 4: Reading
1	<i>What's in a Portrait?</i> pg. 6 ≅45min	<i>So Many Others</i> pg. 10 ≅40min	<i>Tried Their Hand</i> pg. 16 ≅30min	<i>Research</i> pg. 26 ≅ 15 min
The Painter pg. 1	- to introduce the curriculum <i>Faith Portraits</i> - to know what a portrait is - to describe the appearance of their own ideal portrait	- to listen to the script for main ideas - to sequence pictures according to the text - to read and match summary statements with pictures - to retell the main ideas using the pictures as cues	- to raise the learners' awareness of the use of idiomatic language	- to scan for specific information relating to Luke's research - to understand the basis of Western research
2	<i>Promises</i> pg. 102 ≅30min	<i>During the Rule of Herod</i> pg. 106 ≅40min	<i>His Hand in This</i> pg. 114 ≅60min	<i>Believe It or Not</i> pg. 126 ≅30min
The Childless Couple pg. 97	- to become aware of making and keeping (fulfilling) promises	- to listen to the script for main ideas - to sequence pictures according to the text - to read and match summary statements with pictures - to retell the main ideas using the pictures as cues	- to review family vocabulary - to raise the learners' awareness of the use of metaphors and idiomatic language	- to skim and scan for information about the text - to understand the miracle of Zachariah and Elizabeth as a fulfillment of God's promise
3	<i>Sing and Dance</i> pg. 198 ≅45min	<i>In the Sixth Month</i> pg. 202 ≅40min	<i>What Was Behind It?</i> pg. 210 ≅45min	<i>Joyful News!</i> pg. 220 ≅30min
The Lord's Maid pg. 193	- to survey the class about what happy news would make them sing and dance - to discuss whom they share good news with first - to practice fluency through the discussion circle - to explore how different countries or cultures celebrate with song and dance	- to listen to the script for main ideas - to sequence pictures according to the text - to read and match summary statements with pictures - to retell the main ideas using the pictures as cues	- to raise the learners' awareness of the use of metaphors and idiomatic language	- to comprehend the text - to read the text for details - to do a multiple choice task
4	<i>All about People</i> pg. 310 ≅45min	<i>About That Time</i> pg. 318 ≅40min	<i>Deep Within</i> pg. 326 ≅30min	<i>Where Is That?</i> pg. 334 ≅60min
The Obedient Son pg. 305	- to connect the theme of the text to the learners' lives	- to listen to the script for main ideas - to sequence pictures according to the text - to read and match summary statements with pictures - to retell the main ideas using the pictures as cues	- to raise the learners' awareness of the use of metaphors and idiomatic language	- to develop an understanding of the events and places in the text
5	<i>Preparing the Way</i> pg. 432 ≅30min	<i>In the Fifteenth Year</i> pg. 436 ≅40min	<i>Repairing Roads</i> pg. 444 ≅60min	<i>Son of God and Son of Man</i> pg. 456 ≅45min
The Stagehand and the Main Character pg. 427	- to activate prior knowledge about a community's preparations for a leader's visit - to practice discussion skills	- to listen to the script for main ideas - to sequence pictures according to the text - to read and match summary statements with pictures - to retell the main ideas using the pictures as cues	- to raise awareness of the use of metaphors and idiomatic language	- to read for detail - to make inferences based on the reading - to read for meaning - to classify ideas - to draw conclusions about key ideas in the text - to identify contrasting ideas in the text
6	<i>Healing</i> pg. 540 ≅45min	<i>Jesus Returned to Galilee</i> pg. 542 ≅40min	<i>Talk of the Town</i> pg. 550 ≅45min	<i>Who's Who?</i> pg. 560 ≅30min
The Burdened and the Messiah pg. 535	- to discuss and become aware of the various problems people face in life - to discuss various solutions to these problems	- to listen to the script for main ideas - to sequence pictures according to the text - to read and match summary statements with pictures - to retell the main ideas using the pictures as cues	- to raise the learners' awareness of the use of metaphors and idiomatic language	- to comprehend the text - to skim and scan for descriptions of various people in the text
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Task 1: Pre-reading	Task 2: Listening	Task 3: Vocabulary	Task 4: Reading	UNIT (≅) is approx.
<i>Tell Me</i> pg. 648 ≅45min	<i>One of the Pharisees</i> pg. 660 ≅40min	<i>No Matter What</i> pg. 668 ≅75min	<i>Seize the Word</i> pg. 684 ≅45min	7
- to review details of people encountered in the text so far - to employ effective listening strategies	- to listen to the script for main ideas - to sequence pictures according to the text - to read and match summary statements with pictures - to retell the main ideas using the pictures as cues	- to raise the learners' awareness of the use of metaphors and idiomatic language	- to comprehend the text - to read for details for comparison purposes	The Family of God pg. 643
<i>A Circle of Awards</i> pg. 754 ≅30min	<i>While They Continued</i> pg. 758 ≅40min	<i>A Cat-and-Mouse Game</i> pg. 766 ≅45min	<i>Discussing Greatness</i> pg. 774 ≅30min	8
- to activate prior knowledge about giving awards - to foster a supportive and affirming learning environment	- to listen to the script for main ideas - to sequence pictures according to the text - to read and match summary statements with pictures - to retell the main ideas using the pictures as cues	- to raise awareness of the use of metaphors and idiomatic language	- to understand the underlying themes addressed in the text - to draw inferences and conclusions from the text	The Sisters and the Teacher pg. 749
<i>Lost and Found</i> pg. 872 ≅30min	<i>While He was Saying These Things</i> pg. 876 ≅40min	<i>Having a Wonderful Time</i> pg. 884 ≅75min	<i>There Once Was a Man</i> pg. 906 ≅45min	9
- to activate prior knowledge about experiences with lost and found items - to share personal experiences of loss and of joy in finding lost items	- to listen to the script for main ideas - to sequence pictures according to the text - to read and match summary statements with pictures - to retell the main ideas using the pictures as cues	- to understand words relating to joy and happiness - to scan the text for specific information - to understand suffixes and how they can change word types - to understand the idiomatic language in the text	- to skim and scan the text for information - to answer wh- questions about the text	The Critics and the Storyteller pg. 867
<i>A Planned Trip</i> pg. 988 ≅45min	<i>The Feast of Unleavened Bread</i> pg. 998 ≅40min	<i>Looking for a Way</i> pg. 1006 ≅40min	<i>The Way</i> pg. 1014 ≅30min	10
- to activate prior knowledge	- to listen to the script for main ideas - to sequence pictures according to the text - to read and match summary statements with pictures - to retell the main ideas using the pictures as cues	- to raise the learners' awareness of the use of metaphors and idiomatic language	- to ask and answer questions about the events of the text - to become familiar with the geography of the event of the text	The Traitor and the Betrayed One pg. 983
<i>Fit the Crime</i> pg. 1120 ≅30min	<i>When It Was Morning</i> pg. 1124 ≅40min	<i>Pass the Buck</i> pg. 1134 ≅45min	<i>Guilty or Innocent</i> pg. 1142 ≅45min	11
- to activate prior knowledge - to sort various crimes under punishment labels - to give opinions on appropriate punishments for various crimes - to introduce the punishment of death on a cross	- to listen to the script for main ideas - to sequence pictures according to the text - to read and match summary statements with pictures - to retell the main ideas using the pictures as cues	- to raise the learners' awareness of the use of metaphors and idiomatic language	- to scan the text for information - to fill out a chart on the various aspects of Jesus' trials - to share results of research - to discuss the verdicts and sentences of the trials - to discuss Pilate's final sentence - to match quotes with people	The Accusers of the Crucified Messiah pg. 1115
<i>People</i> pg. 1236 ≅60min	<i>At the Crack of Dawn</i> pg. 1250 ≅40min	<i>Broke the News</i> pg. 1258 ≅45min	<i>The Living One in a Cemetery?</i> pg. 1270 ≅40min	12
- to review details of people encountered in the text so far - to employ effective listening strategies	- to listen to the script for main ideas - to sequence pictures according to the text - to read and match summary statements with pictures - to retell the main ideas using the pictures as cues	- to raise the learners' awareness of the use of metaphors and idiomatic language	- to understand the main ideas of the text - to scan the text for information - to understand the events in relation to where they occurred geographically	The Joyful Witnesses pg. 1231
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UNIT (≅) is approx.	Task 5: Sounds & Spelling	Task 6: Prosody	Task 7: Grammar	Task 8: Questioning
1	<i>Is it Written or Spoken?</i> pg. 28 ≅45min	<i>Take a Breath</i> pg. 36 ≅30min	<i>The Shapes of English</i> pg. 40 ≅75min	<i>Can I Help You?</i> pg. 54 ≅90min
The Painter pg. 1	<ul style="list-style-type: none"> - to learn the differences of the names of the vowels and the spelling of the vowel sounds - to learn the sounds and spelling relationships of the vowels 	<ul style="list-style-type: none"> - to understand the difference between written breaks and spoken breaks in discourse - to identify spoken thought groups - to read aloud using thought groups 	<ul style="list-style-type: none"> - to review the parts of speech: the terminology - to introduce the use of shapes and colour - to gain an overview of the parts of the verb group, the base verb, inflectional endings and helping (<i>auxiliary</i>) verbs - to gain an overview of how inflectional endings and helping (<i>auxiliary</i>) verbs combine to make meaning in the tense-aspect system (12 tenses) 	<ul style="list-style-type: none"> - to understand the various uses of questions - to gain a basic understanding of word order in yes/no and wh- questions - to gain a basic overview of modals (<i>mind-set helping verbs</i>) - to understand the special role of the pro-helping (<i>auxiliary</i>) verb <i>do</i>
2	<i>The Weak and the Strong</i> pg. 130 ≅45min	<i>Climb the Vine</i> pg. 136 ≅60min	<i>Many Will Delight</i> pg. 146 ≅60min	<i>Will You?</i> pg. 154 ≅60min
The Childless Couple pg. 97	<ul style="list-style-type: none"> - to hear the difference between stressed and unstressed syllables - to reduce the stress in pronouncing the unstressed syllable 	<ul style="list-style-type: none"> - to hear and understand the rhythm and stress of English at the word level - to produce the appropriate stress patterns in words 	<ul style="list-style-type: none"> - to notice 3 ways to speak about the future - to learn the form, meaning and use of these expressions - to understand and use the mind-set modal will 	<ul style="list-style-type: none"> - to ask and answer questions about the future: predictions, promises, obligations and plans
3	<i>Maid or Mate</i> pg. 222 ≅60min	<i>Word Families</i> pg. 238 ≅30min	<i>I'm Dancing</i> pg. 248 ≅75min	<i>Do You Know Mary?</i> pg. 260 ≅60min
The Lord's Maid pg. 193	<ul style="list-style-type: none"> - to discriminate between voiced and voiceless consonants - to understand that voicing makes meaning 	<ul style="list-style-type: none"> - to understand that certain suffixes affect the placement of words - to use the appropriate stress pattern with suffixes 	<ul style="list-style-type: none"> - to understand the forms of the verb for speaking of the present - to distinguish in meaning between the present simple form, the present perfect form and the present progressive (continuous) form - to use the appropriate form for expressing meaning about the present 	<ul style="list-style-type: none"> - to understand the formation of yes/no questions about the present - to ask and answer yes/no questions about the present
4	<i>Wrapped Baby</i> pg. 346 ≅60min	<i>Hear the Music</i> pg. 364 ≅60min	<i>Anna Was There</i> pg. 376 ≅75min	<i>What Happened?</i> pg. 390 ≅45min
The Obedient Son pg. 305	<ul style="list-style-type: none"> - to understand the pronunciation of /æ/, /e/ - to learn the sound/spelling relationship of the letter A 	<ul style="list-style-type: none"> - to listen to appreciate the 'music' that is in language and the specific beat of English - to stress the stressed vowel of content words within phrases and thought groups 	<ul style="list-style-type: none"> - to understand the form of the past tenses - to use the correct form appropriately to make appropriate meaning 	<ul style="list-style-type: none"> - to understand information question words - to correctly form information questions
5	<i>Snakes, Sins and Changes</i> pg. 462 ≅75min	<i>The Quiet Ones</i> pg. 480 ≅60min	<i>Son of Joseph</i> pg. 488 ≅60min	<i>What Should We Do?</i> pg. 496 ≅75min
The Stagehand and the Main Character pg. 427	<ul style="list-style-type: none"> - to understand and pronounce the /s/, /z/ and /əz/ endings - to learn the three ways of pronouncing the 'ed' ending 	<ul style="list-style-type: none"> - to distinguish between stress and unstress in content and function words - to understand and employ linking 	<ul style="list-style-type: none"> - to understand the use of prepositional <i>of</i> phrases as noun expansions, complex prepositions and quantifiers - to practice the reduction in <i>of</i> phrases 	<ul style="list-style-type: none"> - to review the meaning of mind-set helping verbs (<i>modals</i>) - to understand the use of mind-set helping verbs (<i>modals</i>) in expressing obligation in questions - to understand the use of mind-set helping verbs (<i>modals</i>) for formal questions
6	<i>Set Free</i> pg. 562 ≅60min	<i>It's Stressed Isn't It?</i> pg. 578 ≅60min	<i>All Who Were There</i> pg. 584 ≅60min	<i>Don't You Realize?</i> pg. 592 ≅20min
The Burdened and the Messiah pg. 535	<ul style="list-style-type: none"> - to produce the /i:/ and /ε/ sounds 	<ul style="list-style-type: none"> - to understand how the stress pattern of English in the use of <i>not</i> and negative contractions - to apply the appropriate stress pattern (<i>sing the correct tune</i>) to negative statements and questions 	<ul style="list-style-type: none"> - to learn about post nominal adjectives - to learn the form, meaning and use of relative clauses 	<ul style="list-style-type: none"> - to listen to the script for main ideas - to sequence pictures according to the text - to read and match summary statements with pictures - to retell the main ideas using the pictures as cues
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

Task 5: Sound & Spelling	Task 6: Prosody	Task 7: Grammar	Task 8: Questioning	UNIT (≅) is approx.
<i>Sprouted but Strangled</i> pg. 688 ≅60min	<i>Don't You Mean</i> pg. 700 ≅30min	<i>Withered and Died</i> pg. 704 ≅50min	<i>Impressive, Isn't It?</i> pg. 710 ≅60min	7
<ul style="list-style-type: none"> - to understand English syllable construction - to be aware of consonant clusters - to develop mastery over English consonant clusters - to simplify consonant clusters appropriately 	<ul style="list-style-type: none"> - to understand the use of emphasis and prominent point change for contradiction or correction 	<ul style="list-style-type: none"> - to understand the form, meaning and use of the coordinating conjunctions 	<ul style="list-style-type: none"> - to understand the formation and meaning and use of tag questions 	The Family of God pg. 644
<i>Don't Trick Her with a Spider</i> pg. 778 ≅60min	<i>Our Father</i> pg. 794 ≅60min	<i>As Bad As That</i> pg. 802 ≅60min	<i>Which One?</i> pg. 818 ≅60min	8
<ul style="list-style-type: none"> - to pronounce /ay/ and /I/ - to understand the sound/spelling relationship of /ay/ and /I/ particularly to the letter 'y' 	<ul style="list-style-type: none"> - to understand the importance of pauses in speech - to understand where pauses are not permitted - to use appropriate pauses in a choral reading 	<ul style="list-style-type: none"> - to understand and use comparative adjectives and adverbs - to understand and use adverbial intensifiers 	<ul style="list-style-type: none"> - to understand and use questions using <i>which</i> - to become aware of verbs used in constructed dialogue (quotative verbs) - to notice parallel question and response structure in constructed dialogue - to analyze unspoken meanings and purposes of questions - to learn the use of questions for teaching and pedagogic dialogue 	The Sisters and the Teacher pg. 749
<i>Bring on the Beef!</i> pg. 910 ≅75min	<i>We're Going to Feast</i> pg. 924 ≅60min	<i>Keeping on a Steady Course</i> pg. 930 ≅60min	<i>How Can I Picture God's Kingdom?</i> pg. 940 ≅75min	9
<ul style="list-style-type: none"> - to hear and pronounce /w/, /v/, /b/, /k/, /g/ sounds correctly 	<ul style="list-style-type: none"> - to understand and use prominence appropriately 	<ul style="list-style-type: none"> - to recognize the different uses of <i>-ing</i> forms: present continuous verb, gerund, participial construction - to use the <i>-ing</i> form in these three ways 	<ul style="list-style-type: none"> - to review word order in negative questions - to learn word order in questions with '<i>how</i>' and how much/ how many 	The Critics and the Storyteller pg. 867
<i>Know God</i> pg. 1020 ≅60min	<i>You Wouldn't Believe Me</i> pg. 1036 ≅60min	<i>He Went to Mount Olives</i> pg. 1046 ≅75min	<i>Can You Tell Me?</i> pg. 1072 ≅60min	10
<ul style="list-style-type: none"> - to pronounce /o^w/ and /ɔ/ - to understand the sound spelling relationship of the letter oO 	<ul style="list-style-type: none"> - to gain appropriate intonation for statements, imperatives and wh-questions 	<ul style="list-style-type: none"> - to understand the form, meaning and use of adverbials 	<ul style="list-style-type: none"> - to develop the use of embedded questions 	The Traitor and the Betrayed One pg. 983
<i>Pilate Trials</i> pg. 1148 ≅60min	<i>He's a Galilean</i> pg. 1174 ≅60min	<i>It Depends</i> pg. 1188 ≅45min	<i>What's the Question?</i> pg. 1196 ≅30min	11
<ul style="list-style-type: none"> - to develop listening discrimination and pronunciation of /l/ and /r/ - to pronounce /u^w/, /ʊ/ and /ʌ/ - to use vowels as responses - to learn the spelling principles for the sounds 	<ul style="list-style-type: none"> - to develop the skill of understanding and using rising intonation for expressing uncertainty or incompleteness especially in yes/no questions and lists 	<ul style="list-style-type: none"> - to understand the form meaning and use of adverbial clauses - to choose appropriate conjunctions 	<ul style="list-style-type: none"> - to develop the use of interpersonal grammar especially forming questions 	The Accusers of the Crucified Messiah pg. 1115
<i>Staying for Supper</i> pg. 1276 ≅60min	<i>I Just Can't Believe It!</i> pg. 1288 ≅60min	<i>Puzzling and Puzzled</i> pg. 1304 ≅40min	<i>What's This You Are Discussing?</i> pg. 1312 ≅40min	12
<ul style="list-style-type: none"> - to review vowel sounds - to review consonant sounds - to use emotional vowels 	<ul style="list-style-type: none"> - to review the attitudinal function of intonation - to become aware of and use intonation for expressing strong emotion 	<ul style="list-style-type: none"> - to understand the distinction between pairs of adjectives such as puzzling and puzzled 	<ul style="list-style-type: none"> - to review details of people encountered in the text so far. - to employ effective listening strategies 	The Joyful Witnesses pg. 1231
pg. 1359				Appendix

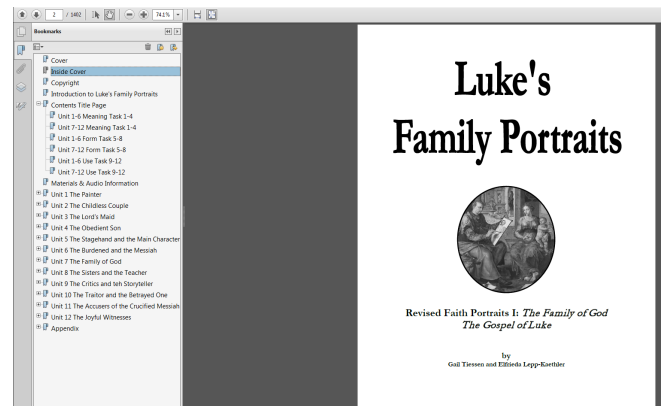
UNIT (≅) is approx.	Task 9: Portraits	Task 10: Discussion	Task 11: Discourse	Task 12: Writing
1	<i>The Painter</i> pg. 70 ≅60min	<i>A Picture Story</i> pg. 80 ≅50min	<i>Writing a Letter</i> pg. 86 ≅30min	<i>I Wanted to Write You</i> pg. 90 ≅60min
The Painter pg. 1	<ul style="list-style-type: none"> - to scan and analyze the text for characterization - to analyze elements of plot and characterization in visual artwork - to make inferences about character traits - to list the names of people on the family tree of God 	<ul style="list-style-type: none"> - to discuss narratives - to understand some of the main elements of narratives 	<ul style="list-style-type: none"> - to understand the form of a personal letter 	<ul style="list-style-type: none"> - to write a letter to a friend about why they are taking this course
2	<i>The Childless Couple</i> pg. 166 ≅60min	<i>Promise and Fulfillment</i> pg. 174 ≅50min	<i>From the Heart</i> pg. 186 ≅45min	<i>Writing for the Soul</i> pg. 190 ≅30min
The Childless Couple pg. 97	<ul style="list-style-type: none"> - to scan and analyze the text for characterization - to analyze elements of plot and characterization in visual artwork - to make inferences about character traits - to list the names of people on the family tree of God 	<ul style="list-style-type: none"> - to reflect on the pattern of unusual birth stories in the Bible - to learn the language for being a group participant, a leader and a reporter - to understand the relationship between promise and fulfillment in the birth of John 	<ul style="list-style-type: none"> - to understand the structure and language of journal entries 	<ul style="list-style-type: none"> - to respond to the text in written form - to express personal reflections in the form of a journal entry
3	<i>The Lord's Maid</i> pg. 268 ≅60min	<i>Blessed Among Women</i> pg. 276 ≅75min	<i>All Blessings Flow</i> pg. 292 ≅60min	<i>Creative Forms of Praise</i> pg. 296 ≅60min
The Lord's Maid pg. 193	<ul style="list-style-type: none"> - to scan and analyze the text for characterization - to analyze elements of plot and characterization in visual artwork - to make inferences about character traits - to list the names of people on the family tree of God 	<ul style="list-style-type: none"> - to see Mary's experience as the fulfillment of promise in an ancient and divine pattern of promise and fulfillment - to reflect on and discuss the significance of Mary's experience - to compare three songs of joyous response 	<ul style="list-style-type: none"> - to become familiar with a traditional praise hymn of the Christian church - to understand the discourse structure of hymns 	<ul style="list-style-type: none"> - to manipulate the words of praise songs - to write one's own praise song or poem
4	<i>The Obedient Son</i> pg. 402 ≅60min	<i>Do You Agree?</i> pg. 410 ≅30min	<i>Email Me</i> pg. 418 ≅40min	<i>I Saw It!</i> pg. 422 ≅30min
The Obedient Son pg. 305	<ul style="list-style-type: none"> - to scan and analyze the text for characterization - to analyze elements of plot and characterization in visual artwork - to make inferences about character traits - to list the names of people on the family tree of God 	<ul style="list-style-type: none"> - to discuss the significance of the events in the time of the event and for now - to stress opinions - to agree or disagree appropriately 	<ul style="list-style-type: none"> - to analyze the structure of email 	<ul style="list-style-type: none"> - to develop the writing skill of emails
5	<i>The Stagehand and the Main Character</i> pg. 506 ≅60min	<i>Drawing Your Family</i> pg. 516 ≅30min	<i>Genealogies</i> pg. 520 ≅60min	<i>Family Forms</i> pg. 530 ≅30min
The Stagehand and the Main Character pg. 427	<ul style="list-style-type: none"> - to scan and analyze the text for characterization - to analyze elements of plot and characterization in visual artwork - to make inferences about character traits - to list the names of people on the family tree of God 	<ul style="list-style-type: none"> - to use a graphic organizer to illustrate own genealogy - to talk about families using polite questions - to gain an awareness of how culture shapes the concept of family 	<ul style="list-style-type: none"> - to learn family terms - to analyze discourse structure of genealogies - to compare and contrast genealogies - to scan the text for specific information 	<ul style="list-style-type: none"> - to fill out government forms related to family statistics
6	<i>The Burdened and the Messiah</i> pg. 598 ≅60min	<i>Band-aids and Herbal Remedies</i> pg. 608 ≅45min	<i>Giving and Getting Help</i> pg. 612 ≅60min	<i>Get Well Soon</i> pg. 634 ≅30min
The Burdened and the Messiah pg. 535	<ul style="list-style-type: none"> - to scan and analyze the text for characterization - to analyze elements of plot and characterization in visual artwork - to make inferences about character traits 	<ul style="list-style-type: none"> - to reflect on the content of the text - to practice discussion skills 	<ul style="list-style-type: none"> - to understand the structure and grammatical features of a doctor's appointment - to learn how to give advice appropriately - to practice giving advice related to health 	<ul style="list-style-type: none"> - to learn how Get Well cards are written - to learn common phrases of get-well cards - to write get-well cards
Appendix	pg. 1359			

Task 9: Portraits	Task 10: Discussion	Task 11: Discourse	Task 12: Writing	UNIT (≅) is approx.
<i>The Family of God</i> pg. 718 ≅60min	<i>Expanding the Family</i> pg. 726 ≅30min	<i>The Pharisee and the Harlot</i> pg. 732 ≅60min	<i>Friends and Family</i> pg. 746 ≅30min	7
- to scan and analyze the text for characterization - to analyze elements of plot and characterization in visual artwork - to make inferences about character traits	- to reflect on the content of the text: the idea that in God's Kingdom, family is more than bonds of blood and kinship - to practice discussion skills	- to identify the elements of a healthy paragraph - to identify the structure of comparison and contrastive paragraphs including the use of conjunctions for cohesion	- to write a comparison/contrast paragraph	The Family of God pg. 644
<i>The Sisters and the Teacher</i> pg. 834 ≅60min	<i>Your Spirit NOT Your Size</i> pg. 844 ≅60min	<i>Awards for Greatness</i> pg. 852 ≅45min	<i>A Nomination Form</i> pg. 864 ≅30min	8
- to scan and analyze the text for characterization - to analyze elements of plot and characterization in visual artwork - to make inferences about character traits	- to understand the gist of the text - to compare and contrast characters in the text - to make notes in a chart - to write short answers to questions	- to identify qualities worthy of awards - to identify parts of a nomination form	- to fill out a nomination form - to reflect on the idea of <i>greatness</i>	The Sisters and the Teacher pg. 749
<i>The Critics and the Storyteller</i> pg. 956 ≅60min	<i>The Heart of the Story</i> pg. 966 ≅60min	<i>The Lost Sheep</i> pg. 972 ≅45min	<i>A Collection of Parables</i> pg. 978 ≅60min	9
- to scan and analyze the text for characterization - to analyze elements of plot and characterization in visual artwork - to make inferences about character traits	- to recognize Luke's focus on disadvantaged people, particularly women - to understand the underlying messages expressed in the parables of this text - to discuss questions related to the text	- to identify the discourse structure of parables - to identify grammatical and vocabulary elements in stages of a parable	- to write an original parable - to tell a story	The Critics and the Storyteller pg. 867
<i>The Traitor and the Betrayed One</i> pg. 1092 ≅60min	<i>Let's Discuss It</i> pg. 1098 ≅45min	<i>Were You There</i> pg. 1104 ≅45min	<i>Hear All About It</i> pg. 1110 ≅60min	10
- to scan and analyze the text for characterization - to analyze elements of plot and characterization in visual artwork - to make inferences about character traits	- to discuss the implications of the events in Jerusalem: Passover preparation; Passover; Garden of Gethsemane; Betrayal and Arrest	- to develop questioning skills for gathering information	- to develop writing skills through writing a newspaper article	The Traitor and the Betrayed One pg. 984
<i>The Accusers of the Crucified Messiah</i> pg. 1200 ≅60min	<i>What Do You Think?</i> pg. 1210 ≅45min	<i>The Man</i> pg. 1218 ≅45min	<i>An Unforgettable Day</i> pg. 1224 ≅45min	11
- to scan and analyze the text for characterization - to analyze elements of plot and characterization in visual artwork - to make inferences about character traits	- to discuss the implications of the events of the text - to give an opinion, agree or disagree appropriately	- to develop understanding and use of the articles in discourse - to use <i>a(n)</i> as a classifying determiner - to use <i>the</i> as an identifying determiner - to find identifying determiners in the text	- to develop the skill of writing a summary of events	The Accusers of the Crucified Messiah pg. 1115
<i>The Joyful Witnesses</i> pg. 1318 ≅60min	<i>Fulfilling the Words of the Prophets</i> pg. 1328 ≅60min	<i>You are the Witnesses!</i> pg. 1342 ≅60min	<i>Trying our Hand</i> pg. 1350 ≅60min	12
- to scan and analyze the text for characterization - to analyze elements of plot and characterization in visual artwork - to make inferences about character traits	- to understand how the text gives evidence for the resurrection of Jesus - to understand how Jesus' life, death and resurrection fulfills the words in the Old Testament found in the Law of Moses, the Prophets and the Psalms - to reflect on the overarching message of Luke's gospel	- to use questioning skills to gather information - to present the story of the resurrection	- to evaluate writing tasks in their writing portfolios - to produce a class portfolio of writing	The Joyful Witnesses pg. 1231
pg. 1359				Appendix

MATERIALS AND AUDIO CD INFORMATION

Adobe Instructions for Materials CD:

- Ensure that Acrobat Reader 7 or higher is on your computer.
Go to: <http://www.adobe.com/> and click on *Get Adobe Reader*.
- Place the **Materials CD** into your computer. **Acrobat Reader** should open automatically.
- Open the file titled **Luke's Family Portraits**. This opens to the **Inside Cover Page** along with a left panel of bookmarks.
- Place your cursor  on the **Bookmark panel** (on the left side of the screen) and *click* **Unit 1** to go to the **Unit 1 Title Page**.
- Place the cursor  on the plus sign (+) and *click* which will drop down a list of additional bookmarks.
- Once on the **Unit 1 Title Page**, a list of the tasks for the unit is visible; *click* any one of the tasks and you will immediately go to that task.
- When on a specific task, *click* on the **Title of the Task** and you will return to the **Title Page of the Unit**.
- Whenever your cursor changes from a 'closed hand' icon to a 'pointing finger' there is a link to another page in the file. The whole of **Luke's Family Portraits** is linked for quick reference. This navigation system continues throughout the entire curriculum.



Printing Using the Adobe Format:

To print a specific page you must use the Adobe page numbers located at the bottom or top of the screen **NOT** the text page numbers.

For the best colour documents, print from the Materials CD using the 'best' setting on your printer.

Audio CD: *Insert into any CD player*

The **Audio CDs** have the tracks identified for each Unit's readings.

All **Audio Files** are in the **Instructor SLIDES**. **Click** on the **Audio Button** on the specific SLIDE to activate the Audio.