

Unit Title: A World of Worldviews

Grade Level: 7-8

Subject Area: Bible & Art

Duration/Length/Number of class periods: 13 Class Periods

Description:

This unit will look into complex, deeply held (and diverse) beliefs by which people interpret life and the world and that in turn determine their behavior.

Established Goals (National, State, Local): Minnesota Arts Standards

5.5.2.2.1 Generate and document an innovative idea for art making.

5.5.2.2.2 Generate plans for art that investigates a social, cultural, or personal theme.

5.5.5.9.1 Use knowledge of one's own culture and heritage to explore personal identity.

5.6.2.2.1 Elaborate upon an initial concept for art making.

5.6.2.3.1 Employ abstraction, symbolism, or naturalism when making a work of art.

What Enduring Understandings are desired?

The relationship between beliefs and behaviors form one's identity.

People grow when they ask and question their beliefs and look at the interpretation of life and the world.

Outside influences guide how individuals acquire their worldviews.

Ideas have consequences; bad ideas have victims.

What Essential Questions will be considered?

What is a worldview?

What kinds of beliefs are included in a worldview?

How do we develop or acquire our worldview?

Are we aware of our worldview?

Does our worldview ever change?

Does our worldview really matter?

Students will know / be able to:

Identify five major categories of questions people ask and beliefs they hold regarding their interpretation of life and the world.

Identify the relationship between beliefs and behaviors

Identify the major means by which people acquire their worldviews

List beliefs included in a worldview.

Explain why worldviews are difficult to articulate and difficult to change

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Create a pair of glasses in art that includes all elements of their worldview		X					7C 4D
Create a video that explains the students' worldview before any instruction (pre-assessment)					X		
Collaboratively create a rubric for project that includes teachers and students (rubistar)	X						1A
Write a paper that includes elements of students' personal worldview		X					
Record a video on flipgrid that explains the students' personal worldview (to be combined w/physFcal representation)		X					6B
Show optical illusions to illustrate how worldviews can work			X				
Reflect on the final project by viewing the pre-assessment Flipgrid video and then the final video				X			
Reflect on summer by showing pictures in a google slide to the class - template slide			X				
Intro music video - Worldview							

Materials, tools and resources:

<https://elibrarymn.org/student> for research

[Flipgrid](#) for pre and post videos

[rubistar](#) for creation of Rubric

[SlidesGo](#) template for summer pics intro activity

[Classroomscreen](#) to determine order of presentations

Unit Plan Author: Zach Schubert, True Light Christian School

Additional credit given to: Jen Legatt - fantastic collaborator

Day 1

- Introduce google slides by showing my summer
- Assign students - Summer in review slideshow
 - Help students upload pictures to google account

Day 2

- Work day on slideshow

Day 3

- Students show Summer in review slideshow

Day 4

- Students create video on Flipgrid about their understanding of their worldview (pre-assessment)
- Show optical illusions - <https://www.optics4kids.org/optical-illusions>
- Read pg.'s 3 & 4
- Review "Thinking About it" as a class

Day 5

- Discuss written assignment
 - co-create rubric
- Show Worldview music video
- Read topics 1-3
 - What is a worldview
 - What kinds of beliefs are included in worldviews
 - How do we develop or acquire our worldview

In Art

- Discuss glasses creation assignment
 - co-create rubric

Day 6

- Read topics 4-5
 - Are we aware of our worldview
 - Does our worldview ever change

Day 7

- Read topic 6
 - Does our worldview really matter

Day 8

- Discuss using Flipgrid to create an oral explanation of Worldview glasses assignment
- Discuss written assignment again
 - Review rubric

Day 9

- Work day on written assignment

Day 10

- Work day on written assignment OR glasses structure

Day 11

- Work day on written assignment OR glasses structure

Day 12

- Finish written assignment
- Record Flipgrid video of written assignment

Day 13

- Present glasses and video