Unit 2: Tradition

Lesson One: Where do Our Traditions Come From?

**Objectives:** By the end of this lesson students will be able to

* list ancient documents that have contributed to our practice of Christianity
* explain why some of these documents are part of the Bible and some are not
* compare and contrast the practices of the ancient church to what we do today
* define creed and
* discuss the value of ancient creeds, such as the Apostles Creed and Nicene Creed, to our practice of Christianity today

**Materials:** vocabulary notebooks, computers, hymnals. pencils, Bibles

**Procedure:** 1. Open the class with prayer.

2. Start by going over this lesson's vocabulary with the students. Discuss definitions and remind the students to put the words in their notebooks.

3. Briefly review Acts and the Epistles with the students

4. Discuss with students the set up of the ancient church. Talk about where they met, what they did when they came together, how did they worship? Ask the students where the new church got their patterns for worship?

5. Talk about how the church grew and what changed and what stayed the same as the church grew. How do we know these things?

6. Introduce Timeline. Demonstrate how it works. Take some time and go over each item on the time line. The timeline will have a spot for the ancient church, Scripture, Didache, Apostles Creed and Nicene Creed.

7. Put students into groups and give them some time to become familiar with the item. Give students a sheet to guide their exploration.

8. Bring the students back together. Discuss practices in the ancient church and compare them to things we do in the church today.

9. Discuss how creeds are used in the church today. Show the students where to find them in the hymnal.

10. Ask students to compare ancient church practices with what we do in the church today. What is the same, what is different?

11. Close the lesson by having students discuss which way, ancient or modern or a mix and why.

**Guided Practice:** Students will fill out a sheet to guide their exploration of the timeline. The sheet is available on the website under the handout tab.

**Check for Understanding:** The teacher will monitor the discussions to make sure all students are participating. She will also have all students take the online quiz to check their understanding of the material.

**Independent Practice** Students will blog about where some of our church practices come from. The will back up their opinions with evidence from the timeline or readings.

**Evaluation:** The teacher will observe the students during the discussions and group work. She will grade quizzes and evaluate blogs according to the rubric.

Lesson Two: The Divisions

**Objectives:** By the end of this lesson students will be able to:

* recall events leading up to the Great Schism and the results of the split
* recall the practices that lead up to the Reformation
* describe the major players of the Reformation and
* compare and contrast the different teachings of each person
* distinguish the different division that were the result of the reformation

**Materials:** Computers, vocabulary notebooks, pencils

**Procedure:** 1. Open with prayer.

2. Review the last lesson with the students.

3. Introduce this week's lesson by showing the students two quotes about power "With great power comes great responsibility" from Ben Parker (Spiderman) and "Absolute power corrupts absolutely" Lord Akton. Discuss what these two statements mean.

4. Go to the next timeline. Explore the timeline as a class.

5. Divide the students into small groups. Have the groups explore the timeline. Give them a sheet to help guide their exploration.

6. Bring the students back together. Discuss some of the causes of the two great break-ups in the church. Ask the students which one they feel had more impact on them and why?

7. Have the students go back in their groups and choose an area of the reformation that they would like to explore more fully. They can choose from Martin Luther, John Calvin, Ulrich Zwingli, the 30 years war, the English Reformation, Henry VII, Elizabeth I, or the Enlightenment. Once they pick an area they can watch a video and go to selected websites to find out more about their subject. Websites and videos will be posted on the website.

9. Have the students make a poster about their area of the reformation. The posters should include Key ideas, key events, and conflicts or obstacles. It should also show how the event or person they chose influence how we worship today.

**Guided Practice:** The teacher will guide the students in their discussions and give sheets to guide their exploration and research

**Check for Understanding:** the teacher will monitor small and whole group discussions and answer questions as they arise.

**Independent Practice**: Students will create a poster on their research. Students will also blog on how our worship today would be different without the reformation.

**Evaluation:** Group reports will be graded on thoroughness and blogs will be evaluated according to the rubric.

Lesson Three: Methodism (If you have the movie this lesson will take two sessions)

**Objectives:** By the end of this lesson students will be able to

* re-tell the events that started the Methodist Movement
* describe the practices of early Methodism
* recall and explain John Wesley's idea of grace, theology, and connection
* describe the documents used by the United Methodist Church today

**Materials:** Computers, pencils, vocabulary note books, hymnals, Book of Worship, Book of Discipline

**Procedure:** 1. Open class with prayer

2. Review the reformation. Ask any students who would like to share which denomination they thought most aligned with the Methodist? Point out that today we will be learning specifically where the Methodist came from.

3. Play video on the beginnings of Methodism. ( if your church can afford the license get the movie A Heart Strangely Warmed by Vision Video and show it to the class. It tells the story fairly well and doesn't paint John Wesley as a saint. If you can't show the movie use the videos posted on the website.

4. Discuss the video/ movie with the student. (there are two short videos on the website one on the beginnings of Methodism and the other on the life of John Wesley. There is also a teacher made video on John Wesley's radical ideas. ) Specifically talk about accountability groups, the social aspects of the Methodist movement and the idea of connection. Also discuss how the Methodists were seen as rebellious.

5. Show the video on Wesley's idea of salvation. Discuss Wesley's ideas of grace. Explain it (as best you can in a way that students will be able to recall and reflect on it).

6. Show the video on Wesley's quadrilateral. Discuss the elements of Wesley's quadrilateral. Ask them to relate it to what we've been learning about.

7. Show the students the documents used by the Methodist Church that have our traditions and procedures written in them. Talk about each book and how each is used. Give them time to explore the documents. Give them a sheet to help their exploration.

8. Close by having the students sing a Charles Wesley hymn. Try to use one that the students are familiar with. If you are doing this unit near Christmas *Come Thou Long Expected Jesus* or *Hark the Herald Angels Sing* could be used. Other Hymns might be *Christ the Lord has Risen Today* or *Love Divine, All Loves Excelling*, *Forth in Thy Name*, *O Lord, or O For A Thousand Tongues to Sing.* For other hymns consult the Methodist Hymnal.

**Guided Practice**  The teacher will guide the students in their discussions. Explorations are guided by the handout.

**Check for Understanding**: Observe students during discussions. Check to make sure their sheets are filled in correctly.

**Independent Practice:** Students will blog about what they think is unique about Wesley's ideas of grace. Which state of grace do they think they are in?

**Evaluation:** Observe students and evaluate their blogs based on the rubric.