

# Religion Curriculum Inquiry Unit

School:



<b>YEAR LEVEL: 8</b>		<b>Term: 3</b>	<b>Year:</b>
<b>Inquiry / Wondering Question:</b> I wonder about the Nicene Creed and what it means to be a member of the Church.			
<b>Strands:</b>		<b>Cross-curricular priorities:</b>	
<p style="text-align: center;"><b>Beliefs</b> <b>Sacraments</b> <b>Morality</b> <b>Prayer</b></p>			
<b>Class context/Learners:</b> To be added by class teacher			
<b>Key Inquiry Questions:</b>		<b>I Wonder:</b>	
<p>What is a covenant? How is God's covenant revealed to us in the scriptures? What do Catholics believe? How do I live as a Christian today?</p>		<p>I wonder what a covenant means. I wonder about the relationship of God with us as revealed in the scriptures. I wonder what Catholics believe. I wonder how I can show that I am a Christian.</p>	
<b>Knowledge &amp; Understanding...</b>		<b>Skills...</b>	
<p>The development of the relationship between God and the people in the Old Testament The Bible reveals the nature of God's covenant with God's people. CCC121 - 123 The theme of covenant, as unique relationship between God and God's people, is central to understanding the Old Testament.</p> <p>The Creeds of the apostolic and ancient Churches, including the Apostles' Creed and Nicene Creed, express the Christian understanding of God. Through the Creeds, Christians are linked with the faith of believers throughout history.</p>		<p>Construct an overview of the themes, people and events of the Old Testament. Investigate the way God's people heard and responded to God's call in the Old Testament. Identify individuals in the Old Testament who responded to God's call. Examine the text structure and features of some Old Testament covenant narratives to identify common themes and features.</p> <p>Explore contextual information (e.g. historical, social, and cultural) about the creeds of the apostolic and ancient Churches. Examine statements of belief within the Creeds of the apostolic and ancient Churches that express a Christian understanding of God. (God as creator, Trinity, mystery) that links the faith of believers throughout history.</p>	

# The Covenant

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A theme running through the Old Testament is Covenant which is a solemn agreement or pact between God and the Israelite people as a whole. Because of the covenant, Israel understood itself as being the people of God they had entered into a special agreement with God: they would be God's people forever, and he would be their God.

A covenant is a pact or agreement between two parties. In the Old Testament, it was an agreement between

- God and a certain individual, or
- God and the whole of the chosen nation of Israel.

The idea of a covenant was not new. In fact, it was based on the way that normal contracts were made at that time (see Genesis 21;27, Abraham and Abimelech).

Ancient agreements involved an oath or solemn promise, made by both parties, to fulfil the terms of a contract. If either party broke the terms, they automatically drew a curse down on themselves. Sometimes this curse was acted out at the time of the agreement by cutting animals in half (see Genesis 15:9). If people broke the contract, the same would happen to them.

God made his first covenant with Noah (genesis 9:9-17). This was a divine promise not to repeat the great flood that had destroyed almost everything on the earth. The rainbow was the sign of this promise.

This promise changed God's relationship with all creation. Compare God's words in 6:7 with what is said in 8:21-22. No natural catastrophe or human sin will prevent God from protecting all forms of life. God will remember always.

God made a second covenant with Abraham. The descendants of Abraham, who would be numerous as the stars in heaven, were promised eventual possession of the land of Canaan. The sign of this covenant was circumcision of their male children (Genesis 17). After this, the Jewish people begin to live as a community whose central focus is God.

The event that transformed the Jewish people was the escape from slavery in Egypt and the wandering with Moses in the desert. God had done extraordinary things for them: the series of ten plagues, the defeat of Pharaoh and his army, and the parting of the Red sea.

They gradually came to understand what it means to live in "right relationship" with God. This relationship meant being faithful to the covenant that had with God, to live in fidelity to the code of living we call the Ten Commandments.

# Creeds

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Creeds are important because they contain a number of foundational beliefs. Just as a house has a set of foundations on which the building rests, the Church also has a foundation of beliefs on which the Catholic life, in all its richness, is based. Creeds then are like a builder's plan for the house. Like all plans, they are a convenient way of understanding much more developed information. Another way of understanding why creeds are important is to consider a summary at the end of a text book. What purpose do these serve? Creeds give us an overview of what is essential. They also open a door, which leads to the heart of the Catholic way of life.

The essential beliefs of Catholicism are contained in the Creeds it uses. Creeds are common to all major belief systems. A creed is a concise, authorized statement of the essential religious beliefs of a community. It identifies beliefs about God, the believer, and the community itself. Creeds are mostly used in

- liturgy, as a statement that binds the group together with a communal confession of belief
- instruction of people who wish to learn the main tenets of a faith
- Initiation rites: at Baptism, the creed is a declaration of the individual's new identity within the community.

There are two major creeds for the Catholic Church: the Apostles' Creed, and the Nicene Creed.

The Creed states that:

- God the Father wills and ordains everything in creation;
- God the Son, Jesus Christ, through his birth, death and resurrection, redeems creation;
- and God the Holy Spirit sanctifies creation, especially the Church.

The word 'catholic' means 'universal' or 'including all'.

The Church is not a set of beliefs for people suitable for only one culture; its principles are universal. People of all races and cultures join together in the Church, and are united by common beliefs. Wherever people gather in Christian worship, the Church is present.

Taken from *To Know Worship and Love* Yr 7 p 75

[http://www.thisischurch.com/christian\\_teaching/booklets/credo\\_3.htm](http://www.thisischurch.com/christian_teaching/booklets/credo_3.htm)

A further introduction and overview of the Creed is provided on a UK parish site under the title Creedo. It has a particularly helpful short section on doubt which is part of the experience of every believer.

# Why Were The Creeds Written?

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[http://www.thischurch.com/christian\\_teaching/booklets/credo\\_2.htm#Why](http://www.thischurch.com/christian_teaching/booklets/credo_2.htm#Why)

To address doctrinal issues, the Apostles and the later church needed use language that precisely addressed the error of the times. Your study of the passage from 1 Timothy might have alerted you to some of the issues of the time. There would undoubtedly have been creeds even if there had been no doctrinal controversy, however it is true that most of the historic Christian creeds and confessions were hammered out on the anvil of controversy.

In a certain sense they are to be seen as mile-stones in the history of Christian doctrine. By looking at them we can tell what disputes were going on at the time they were written. The creeds were forged in the crucible of debates, sometimes about nothing less than the nature God's very being. Great minds wrestled with how to confess the Triune God of Sacred Scripture faithfully and fully. It is therefore reasonable to say that any creed generally emphasizes the beliefs opposing those errors that the compilers of the creed thought most dangerous at the time. This can be illustrated by a brief look at the creeds and the occasions which caused them to be written the way they were.

## Beliefs in Religions

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Religious communities have beliefs. Some well-known examples are:

- Mohammad is the prophet of Allah.(Muslims)
- Jesus Christ is the Son of God. (Christians)
- God made a covenant with Israel. (Jews)
- After death all beings are reincarnated in another life form. ( Hindus)
- The kingdom of God is present in life and will come fully in the future. (Christians)
- People are capable of attaining nirvana (enlightenment) through meditation. (Buddhists)

A religious belief is an idea that the followers of the religion hold to be deeply and permanently true. Beliefs concern ideas about God, about human life, nas about eh life after death. Beliefs are key ideas around which the whole religion revolves.

## Assessment Plan

### Year Level Achievement Standards:

*By the end of Year Eight* students research people from the Old Testament who have been transformed by their encounter with God. Students can outline the covenant relationship between the people of the Hebrew Scriptures and their God. Students name and recall the parables of Jesus. They articulate some key features of the world –in-right-relationship with God. Students describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present.

*By the end of Year Eight* students investigate and identify how the Sacraments of Initiation reveal something of the mystery of God nourishing Christian life in mission and service. Students explain the relationship between Eucharist, Baptism and Confirmation. Students explore the ritual and purpose of initiation in Christian and other faiths.

*By the end of Year Eight* students critique what it means to be a disciple or saint. Students present an understanding of how Mary and the disciples are models for Christian life.

*By the end of Year Eight* students participate in a variety of prayer forms and lead mediative prayer. Students recognise symbols, rituals, and different ways of praying as very human experiences.

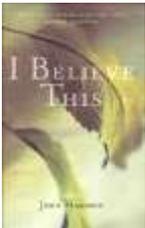
Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
<b>Formative</b> Assessment <i>for</i> Learning	Develop a definition of the word “belief”. Do you think it is important for people to have something to believe in? Explain your answer giving specific examples to illustrate your explanation.	Definition and justification	Beginning of the unit
	Have students complete a concept web of things they believe in why they believe in them and what is the impact of that belief e.g. family, why do I believe in my family and consequences, i.e. how do contribute to the life of my family	Concept web	Beginning of the unit
	Brainstorm with the students what questions they have about the beginning of the Church.	Brainstorming activity	During the unit
<b>Summative</b> Assessment <i>of</i> Learning	Create a billboard advertisement proclaiming the most significant point in Peter’s address to the Council of Jerusalem	Creative response to scripture	During the unit
	Write a letter to God in which you make your own personal covenant with God.	Letter	During the unit
	Students should detail the story and the issues confronting the	Recount and adapt the scripture	

	<p>people involved before modernising the story using distractions or challenges found in today's setting.</p> <p>Using a basic online Crossword maker, students write the clues for the following concepts associated with The Nicene Creed, using as many of the words as they can:</p> <p>A poster Task to encourage people to join the Christian faith.</p>	<p>story of Exodus</p> <p>Online Crossword maker</p> <p>Poster</p>	<p>During the unit</p> <p>During the unit</p> <p>At the end of the Unit</p>
<p><b>Affective</b></p> <p>Assessment <b>as</b> Learning</p>	<p>Writing your own Mission/Belief statements. Using the Franklin Covey website ha students investigate the Mission statements of inspiring people throughout history. Read them for ideas as you craft your own mission statement.</p> <p>What can we learn from the Israelites about being united in their beliefs about God.</p>	<p>Create your own mission statement</p> <p>Personal response</p>	<p>Beginning of the unit</p> <p>During the Unit</p>

## Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	<b>Tuning In</b>	<p><i>Activity taken from KWL Yr 9 p. 94-95</i></p> <p>There are many ways the word "believe" is used.eg            I believe that the Penrith Panthers will win the premiership this year.            I believe that it will rain tomorrow.            I believe that my teacher will give me an extension on my assignment.            I believe I can win that competition.            When we use the word in these ways we often mean "hope" or "think" or "it is my opinion".            There are other times when we use the world "believe" in a deeper sense. We say that we believe in someone, and this usually means trust. We are</p>		

		<p>loyal to and affirm the gifts of the other person. e.g  I believe in you and that you can achieve your goals.  I believe in my family's love for me.  I believe in myself.  I believe in the ability of Australians to be just and tolerant.  I believe in you.</p> <p>At other times we use the "believe" to express something that we deeply hold to be true. E.g.  I believe that life has a purpose.  I believe that there is goodness in the world.  I believe that all people are equal.</p> <p>At other times we use the "believe" to express belief in a person. This is faith in the person, and it comes from the witness they give from the way they live their lives. e.g.  I believe in my mother  I believe in the child  I believe in Jesus Christ  I believe in God.</p> <p>In small groups share stories of people in your communities who live by their deeply held beliefs. In each case say what it is that the person believes, and how this is shown in the way that he or she acts.</p> <p>Develop a definition of the word "belief".  Do you think it is important for people to have something to believe in?  Explain your answer giving specific examples to illustrate your explanation.</p> <p>Provide a range of examples of Creedal statements e.g.</p> <p>Lenny Kravitz's, 'Believe';  Savage Garden's 'I Believe',  Martin Luther King's dream speech.</p>	<p>Definition and justification</p> <p>Songs:  Lenny Kravitz - Believe  Savage Garden –I Believe  Martin Luther King – dream speech  <a href="http://www.americanrhetoric.com/speeches/mlkhaveadream.htm">http://www.americanrhetoric.com/speeches/mlkhaveadream.htm</a>  This <i>I Believe</i> This book</p>	<p>Assessment for learning- what do we know about being a person of beliefs.</p> <p>Assessment for learning</p>
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		<p><a href="http://www.americanrhetoric.com/speeches/mlkihaveadream.htm">http://www.americanrhetoric.com/speeches/mlkihaveadream.htm</a></p> <p>John Marsden book.-This I Believe</p>  <p>Make a list of the belief statements contained within the example students choose. Share in small groups and whole class. Select one of the belief statements and create an artwork that illustrates how someone might put that belief into action.</p> <p>Class Discussion, Why are belief statements important? Have students complete a <a href="#">concept web</a> of things they believe in why they believe in them and what is the impact of that belief e.g. family, why do I believe in my family and consequences, i.e. how do contribute to the life of my family</p> <p>Refer back to students' concept web and explore the difference between personal and communal beliefs.</p> <p>Can they find belief statements from some business communities. e.g. <i>Apple's Belief statement :</i> <i>We believe in challenging the status quo, we believe in thinking differently. The way we do that is by making things that are beautifully designed, simple to use, and user-friendly. We just happen to make computers, wanna buy one?</i></p> <p>Have students write a paragraph which explores their understanding of personal and communal beliefs.</p> <p>Using the Franklin Covey website ha students investigate the Mission statements of inspiring people throughout history. <a href="http://www.franklincovey.com/msb/inspired/mission_statement_examples">http://www.franklincovey.com/msb/inspired/mission_statement_examples</a> The <b>Get Inspired</b> section provides mission statement examples from some key figures of history—and a few anonymous samples, too. Read them for ideas as you craft your own mission statement.</p> <p>Some will strike a chord. Others won't. But you'll see that these mission statement examples come in all shapes and sizes. They're crafted for a unique purpose and person. (Roll over each area to view each mission statement example)</p>	<p>is the inspirational collection of short pieces by eminent Australians answering the question: 'What do you believe?'</p> <p><a href="#">concept web</a></p> <p>Internet search for business belief statements.</p> <p><a href="http://www.franklincovey.com/msb/inspired/mission_statement_examples">http://www.franklincovey.com/msb/inspired/mission_statement_examples</a></p>	<p>Assessment for learning</p> <p>Assessment as learning - writing our own mission/belief statements.</p>
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	<p><b>Finding Out</b></p>	<p><b><i>The Nicene Creed</i></b>          For Catholics today, the Nicene creed is the most important expression of faith of the community. The creed is a statement about the Blessed Trinity.</p> <p>Read the <a href="#">Nicene Creed</a> through either individually or as a group. Then see how much you remember in a second reading.</p> <p>Brainstorm what Catholics believe about God, Jesus the Church and life after death. Compare and contrast with the Nicene Creed</p> <p>Group Work: Have the text of the Nicene Creed typed up and cut into strips, place in an envelope so that all small groups have a copy. Students then unscramble the Nicene Creed. When it is complete and has been checked students can write and illustrate a copy into their workbooks.</p> <p>Using the Nicene Creed, analyse what Catholics profess to believe. Using a concept retrieval chart with the following headings:</p> <table border="1" data-bbox="450 715 1323 810"> <thead> <tr> <th>The Father</th> <th>Jesus Christ</th> <th>Holy Spirit</th> <th>The Church</th> <th>Sacraments</th> <th>The future</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>For each heading write the belief statements from the Nicene Creed relating to it.          Read Ephesians 4:1-6 and identify common ideas with those in the Nicene Creed.</p> <p>Read about the Council of Jerusalem. Acts 15: 1-11.          Peter's message needed to reach vast numbers of people. In our modern world, advertising reaches vast numbers of people.</p> <p>Create a billboard advertisement proclaiming the most significant point in Peter's address to the Council of Jerusalem. it should be precise and catchy. You may also like to choose an image to accompany your slogan. Display the posters in your classroom.          Discuss whether the correct decision was made. Why/Why not?          Write a newspaper report on the Council of Jerusalem.</p> <p>Brainstorm with the students what questions they have about the beginning of the Church.          Discuss what happened to the first Christians after Jesus died? Matthias</p>	The Father	Jesus Christ	Holy Spirit	The Church	Sacraments	The future							<p><a href="#">Nicene Creed</a></p> <p>Brainstorming activities          Compare and contrast strategy.</p> <p>Copies of the Nicene Creed cut into strips to be rearranged by students</p> <p>Retrieval chart.</p> <p>Bibles :Ephesians 4:1-6          Nicene Creed</p> <p>Bibles</p> <p>Create an advertising billboard</p> <p>Brainstorming activity</p>	<p>Assessment for learning</p> <p>Assessment of learning</p> <p>Assessment of learning</p> <p>Assessment for learning</p>
The Father	Jesus Christ	Holy Spirit	The Church	Sacraments	The future											

		<p>chosen to replace Judas – Acts 1: 12-26          Write out a list of the difficulties faced when starting a group or team.          What difficulties might the early Christian communities have faced?          Acts 5: 17-42          Acts 7: 54-8:3          Acts 4: 32-37          Acts 12: 1-5          Class discussion: What are the benefits of ‘unity’ in a particular group?          Why is it difficult to achieve unity within a group? e.g. teamwork, common goals etc.</p> <p>Read Acts 4:32–34 and apply to the modern world.          (a) What benefits would result if all people lived like this?          (b) What are the difficulties in achieving the lifestyle it describes?</p> <p>Personal reflection: What is one thing I could do today to contribute to the sort of community described in Acts 4:32–34?          Journal response          Present this as a visual response to the class or an action item that the whole class can embrace.          Write a letter to the Principal outlining ways the college can contribute to the good of the community.</p>	<p>Bibles</p> <p>Personal response</p>	<p>Assessment of learning</p>
	<p><b>Sorting Out</b></p>	<p>Investigate our understanding about God described in the Creed as ,  <i>the Father, the Almighty, Maker of all that is, seen and unseen.</i>          In this task students respond to an artwork suggesting the mystery of God.          Present the concepts that God is ‘mysterious and unique’.</p> <p>Find an artwork that expresses your understanding of the mystery of God.          Make a copy of the image and write a short response sharing your insights.  <a href="http://theartsmithy.com/The_Art_Smithy/Inspired_Ones_files/The%20Regenerated%20Man.jpg">http://theartsmithy.com/The_Art_Smithy/Inspired_Ones_files/The%20Regenerated%20Man.jpg</a>  <a href="http://www.tate.org.uk/art/images/work/P/P06/P06253_10.jpg">http://www.tate.org.uk/art/images/work/P/P06/P06253_10.jpg</a>          Dame Barbara Hepworth - Genesis 1969</p> <p>Use a variety of word images to describe the mystery of God.          Find many words to describe God and then using Wordle create a word picture.          Explore your understanding of the mystery of God through journaling.          Use medium of our choice to communicate some of the questions and insights that you have on the mystery of God.</p>	 <p><a href="http://theartsmithy.com/The_Art_Smithy/Inspired_Ones_files/The%20Regenerated%20Man.jpg">http://theartsmithy.com/The_Art_Smithy/Inspired_Ones_files/The%20Regenerated%20Man.jpg</a></p> <p>creative art response          Wordle  <a href="http://www.wordle.net/create">http://www.wordle.net/create</a></p>	<p>Assessment as learning</p>

		<p>Define the concepts of 'promise/loyalty', 'agreements/covenant'.          What is a promise?          How important are promises that we make?          What happens if you break a promise?          Who does this effect?          List the promises made in -          Genesis 9 – Noah          Genesis 12:1–3 the Call of Abram          Genesis 17:1-8 the sign of the Covenant</p> <p>Write a letter to God in which you make your own personal covenant with God .          There were several covenants, made between God and God's people:              The Covenant with Noah (Genesis 9:9–17)              The Covenant with Abraham (Genesis 17:4–14)              The Covenant with Moses (Exodus 34:27)          Identify what God promised to the people in each scripture story.</p> <p>Students read the following to understand the story of the Hebrew people's slavery in Egypt:          Exodus 1, 2:1–10, 11:1–10, 12:29–36, 14.          Students draw a cartoon strip showing the development of the sequence of events leading up to the Hebrews' escape from Egypt.</p> <p>Students should detail the story and the issues confronting the people involved before modernising the story using distractions or challenges found in today's setting.          For example the people lost faith when Moses was on Mt Sinai and worshipped a golden calf. Why did the people lose faith and what experiences test our faith today?</p> <p>Students read some of the lesser-known passages about the journey to Canaan to give them a better idea of what life was like for the people, e.g.          Exodus 16: the Bread from Heaven;          Exodus 15: the songs of Moses and Miriam;          Exodus 21: Laws concerning Slaves and Violence.</p> <p>Students reflect on one of the above passages and then detail what the passage reveals to them about the nature of God and God's relationship with God's people. Students could be given several passages to choose from and asked to pick one, which they find meaningful. Students could</p>	<p>Bibles</p> <p>Write a letter to God</p> <p>Bibles</p> <p>Cartoon strip strategy.</p> <p>Investigate and adapt the story of Exodus</p> <p>Bibles</p>	<p>Assessment of learning</p> <p>Assessment of learning</p>
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		<p>then speak about their respective passage and why they chose that particular one.</p> <p><b>Ex Ch.19</b>      The Israelites Reach Mt Sinai  <b>Lev 26:11-13.</b> Rewards for Obedience  <b>Isa 46:3-4,</b>      (The fidelity and constancy of God)  <b>Isa 54:10</b>        (The fidelity and constancy of God)  <b>Lk 1:68-72</b>      Zechariah's Prophecy  <b>Deut 7:6, 9</b></p> <p>Read Exodus 19:16-25  If the people of Israel cannot see the Lord on the mountain, how do they know that God is there?  Try and illustrate the scene described.  Identify the message God gave to Moses.  The construction of the Ark of the Covenant is given in Exodus 25: 10-22.  Read the passage and try to sketch or create using art materials eg clay, construction items, what the Ark looked like.</p> <p>What can we learn from the Israelites about being united in their beliefs about God.</p> <p>Discussion. The Church of the future - what will it be like?  How are the teachings of the Creed relevant to today's world?  How are the stories of God's covenant with all people relevant to us?</p> <p>Do an acrostic poem based on the words CREED and COMMUNITY to demonstrate the connection between belief and how Catholics enact their beliefs.</p> <p>Using a basic online Crossword maker, students write the clues for the following concepts associated with The Nicene Creed, using as many of the words as they can:  Creator,  omnipotent,  omniscient,  immanent,  transcendent,  eternal,  begotten,  incarnate,  salvation,  resurrection,</p>	<p>Bibles</p> <p>Creative art response</p> <p>Response</p> <p>Acrostic poem</p> <p>Crossword strategy</p>	<p>Assessment as learning</p> <p>Assessment of learning</p>
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		<p>ascension, catholic, apostolic, paraclete. Students print off their own crossword blanks/clues and complete another student's crossword.</p>		
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	<p><b>Communicating</b></p>	<p>Picture Book task: This task is designed to identify a student's understanding of God, Jesus Christ and the Holy Spirit in the Creed</p> <p>Students create a picture book to be used in primary schools. The purpose is to teach children in Year 3 about the Nicene Creed and should include: the text of the Nicene Creed explanations and illustrations of each aspect of God – God the creator, the life of Jesus Christ who is God and the Holy Spirit. a cover with colourful and creative drawings/pictures.</p> <p>Think what you would like to write in your creed to pass on to future generations. What truths are important for you to affirm as a Christian?</p> <p>Write them down and then, if you are in a group, find passages yourself from scripture which support your beliefs.</p> <p>A poster Task to encourage people to join the Christian faith.</p> <p>Students to explore the role of proclamation as a way of leading people to join the Christian community in their city.</p> <p>The purpose of this poster will be to encourage people to join the Christian community. Students make a list of the good qualities, beliefs and ideals of the Christians. What sort of society did they hope to achieve? How do they treat each other? What could a person gain by joining them?</p> <p>Students: •Make a list of words or phrases that sum up these ideals. •Make rough drawings to illustrate these ideals being put into action by the</p>	<p>Create a book for younger students</p> <p>Thoughts about future generations</p> <p>Poster task</p>	<p>Assessment of learning</p> <p>Assessment of learning</p> <p>Assessment of learning</p>
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## **① Concept Web Strategy**

A concept web is a diagram that indicates relationships between concepts. Put simply, webs are visual maps that show how different categories of information relate to one another. Webs provide structure for concepts, ideas and facts and give students a flexible framework for organizing and prioritising information.

Typically, major topics or central concepts are at the centre of the web. Links from the centre connect supporting details or ideas with the core concept or topic. Concept maps are more effective in aiding comprehension and retrieval if the connection lines are labelled as well.

Teachers and students alike use webs to brainstorm, organise information for writing (pre-writing), as well as to analyse stories, events and characterization. Classroom teachers use that webbing as an effective technique in small group settings. As students work cooperatively they can build collaborative webs, incorporating the thoughts and contributions of each group member.

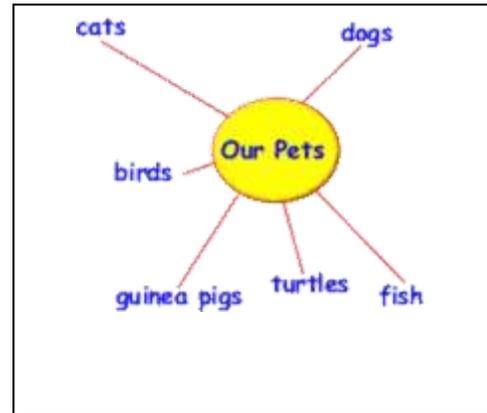
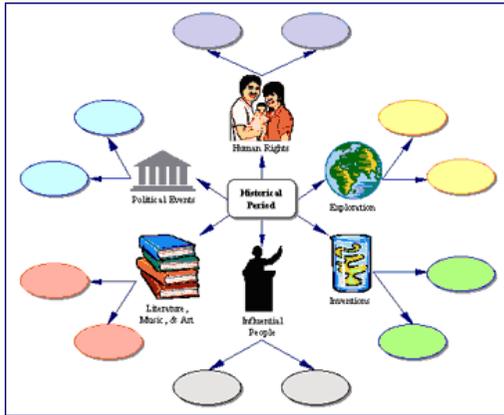
As an assessment tool, a concept web can be used to:

- ❑ Assess content knowledge and show hierarchy and relationships among concepts
- ❑ Provide teachers with insight into a student's understanding and reasoning
- ❑ Pre-assess student understanding of an area of study.

There are a variety of elements that students need to consider in designing a concept web. These include:

- ❑ The quantity and depth of terms used
- ❑ The accuracy of relationships
- ❑ The levels of hierarchy generated
- ❑ The number of branches and the number of cross links and how these are labelled.

Typical concept webs look something like these:



A useful process for teaching students to create a concept web is:

Start with a major idea or central concept.

Arrange items in a directional hierarchical pattern with subordinate concepts.

Place labelled links with appropriate linking words or phrases.

Identify the links to the sub-branches of the network.

Encourage students to use their own words.

Use only a few important concepts in the subject domain.

Check to make sure the connections are valid and clear.

An excellent software tool for creating concept webs is **Inspiration**. A free thirty-day trial version of this software can be downloaded through the Inspiration web site located at:

[www.inspiration.com/index.cfm](http://www.inspiration.com/index.cfm)

# The Nicene Creed

We believe in one God,  
the Father, the Almighty,  
Maker of all that is, seen and unseen.

We believe in one Lord, Jesus Christ,  
the only Son of God,  
eternally begotten of the Father,  
God from God, Light from Light,  
true God from true God,  
begotten, not made, consubstantial  
of one Being with the Father.

Through him all things were made.

For us and for our salvation  
he came down from heaven:  
and by the Holy Spirit was incarnate  
he became incarnate from the Virgin Mary,  
and was made man.

For our sake he was crucified under Pontius Pilate;

he suffered death and was buried.

On the third day he rose again  
in accordance with the Scriptures;  
he ascended into heaven  
and is seated at the right hand of the Father.

He will come again in glory to judge the living and the dead,  
and his kingdom will have no end.

We believe in the Holy Spirit, the Lord, the giver of life,  
who proceeds from the Father and the Son.

With the Father and the Son he is worshipped and glorified.

He has spoken through the Prophets.

We believe in one holy catholic and apostolic Church.

We acknowledge one baptism for the forgiveness of sins.

We look for the resurrection of the dead,  
and the life of the world to come. Amen.

# History of the Apostles' and Nicene Creeds

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## Apostle's Creed

- does not go back to the apostles
- 5th century: is first found in complete form
- 10th century: Emperor Otto the Great introduces the Apostle's Creed as a replacement for the Nicene Creed at baptism

## Nicene Creed

- adopted by the first great ecumenical council in 325 A.D.
- expanded at a later conference in Constantinople in 381 A.D.
- gradually became part of the Eucharistic liturgy, first in the East, then in the West
- by about 1000 A.D. had become part of the regular Roman mass