Grade 10 Christian Religious Education

Term 2 - 59 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

59 complete, ready-to-teach Grade 10 Christian Religious Education lesson plans for Term 2, covering background of prophet Amos, teachings of prophet Amos, the New Testament books, infancy and early life of Jesus Christ, Galilean ministry, Paul's first letter to the Corinthians and the Holy Spirit.

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INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Who was Amos? His origin and the time in which he lived

Strand 1.0 The Old Testament > Sub-strand 1.9.1 Background of Prophet Amos | Lesson 1 of 8 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) trace the origin of Amos on a map; b) describe the time in which he prophesied

KEY INQUIRY QUESTION(S)

- Why did God bring judgement against Israel?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Peace education**	Developed through the activities in this lesson.
PCI	**Empathy**	Developed through the activities in this lesson.

LEARNING RESOURCES

Bibles | A Bible atlas or a map of Israel and Judah in the eighth century BC | Manila paper and marker pens | Notebooks and pencils

ORGANISATION OF LEARNING

Whole class for the maps and the readings; pairs for the reading of the call and the visions; groups of four to five for the brainstorm, the debate and the presentations; individual notes and slides.

KEY WORDS

Amos | Tekoa | Bethel | Uzziah | Jeroboam II | vision | plumb line | judgement | injustice | intercession

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Some of the greatest leaders and teachers come from small villages and ordinary jobs. Can you name one from your own area, and say what made their message so strong?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Amos: home and time" (key teaching on the next page), explaining as you go. Use bibles, a Bible atlas or a map of Israel and Judah in the eighth century BC, manila paper and marker pens. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Where did Amos deliver most of his message?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY TEACHING

Amos: home and time

Amos came from Tekoa, a small village in the hills of Judah, about sixteen kilometres south of Jerusalem, on the edge of the wilderness. He was "one of the shepherds of Tekoa" (Amos 1:1) and also took care of sycamore-fig trees (7:14). He was a farm worker, not a priest, a professional prophet or a son of a prophet, and yet God sent him to the northern kingdom of Israel.

The time: the book says that Amos prophesied "when Uzziah was king of Judah and Jeroboam son of Jehoash was king of Israel", two years before an earthquake (1:1). Jeroboam II ruled Israel for about forty years in the middle of the eighth century BC. Amos was one of the earliest of the writing prophets, a little before Hosea, Isaiah and Micah. His main place of work was Bethel, the royal sanctuary of the northern kingdom.

Use a Bible atlas or an online map to trace Tekoa, Jerusalem, Bethel, Samaria, the Dead Sea and the borders of the two kingdoms, and make a labelled sketch map in your notes.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Where did Amos come from?	**Tekoa, a small village in Judah south of Jerusalem.**
2	What work did Amos do before he was called?	**He was a shepherd and took care of sycamore-fig trees.**
3	Name the two kings in whose reigns he prophesied.	**Uzziah of Judah and Jeroboam II of Israel.**
4	Where did Amos deliver most of his message?	**At Bethel, in the northern kingdom of Israel.**

WATCH OUT FOR

Learners think that Amos lived in Israel. He was from Judah in the south and went north as a foreigner to deliver God's message.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can trace the origin of Amos on a map confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can trace the origin of Amos on a map accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly trace the origin of Amos on a map, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet trace the origin of Amos on a map without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a blank outline map with Judah and Israel and a list of places for learners to place and label.
Learners ready for more	Explain why it mattered that Amos was not from a priestly or prophetic family. (Answer: It showed that his message came from God and not from a career or a wish for profit, so he could speak without fear of losing his position)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "who was Amos? His origin and the time in which he lived" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.