

Year 8 Unit 2b: Beliefs of Early Christian Communities

Standards

By the end of this unit it is intended that students:

- be aware of the commitment and vision of the men and women in the early Christian communities
- describe important events and personalities of the early Christian communities
- use historical sources to interpret early Church history.

Indicators of Learning

	Values and Attitudes	Knowledge	Skills
	<i>It is intended that students will be able to:</i>		
1	articulate those qualities which were exhibited by the early Christians	understand the events surrounding the foundation of the early Christian communities	outline the difficulties associated with starting a group/team
2	reflect on the motives of contemporary Christians who suffer for their faith	understand why Christians were persecuted at certain times in the Roman Empire	research and record the lives of significant members of the early Church
3	comment on the contribution of both men and women in Scripture, as the first missionaries of the Church	have an awareness of Paul's role as 'Apostle to the Gentiles' in the establishment of the early Church	locate on a map significant places in the New Testament
4	name some of the benefits of unity and some of the difficulties in achieving it	identify a variety of ways in which Judaism influenced the development of Christianity	record the issues which were debated at the Council of Jerusalem
5	recommend those qualities of the early Church which are relevant for the Church today	comprehend the positive and negative consequences of Constantine's conversion on the development of the Church.	design a time line which charts the development and history of the early Church in the first three centuries

Spiritual Reflection for Teachers

Many in the early Church were converted to Christianity through the example of the early Christians.

Look back over the past few days. When might your example have had a positive impact on others, perhaps without you even being aware of it? How have the words and actions of others affected your life in this same period of time?

This unit may be about events long past but the message is timeless. Its challenge is to encourage students to develop an awareness of the difference they can make by living Christian ideals in today's world.

What difference can you make in the week ahead?

Links with Students' Life Experience

Examining the needs of their own communities

- It is important to make this area of early Church history as accessible to students as possible, so as to enhance their understanding of present-day events.
- In the light of their study of the 'fellowship of believers', the students could be encouraged to reflect on the various ways that the early Christians cared for the needy in their community. In turn the students could examine the needs of their own communities and ways in which they could help others.
- Many in the early Church were converted to Christianity through the example of the early Christians. Students could be encouraged to develop a responsibility for living out Christian ideals in today's world.

The Church's Teaching and Lived Tradition

The Church's missionary characteristics

- A study of the early Christian communities sheds light on an enduring characteristic of the Church: it is missionary. From its beginnings, throughout the centuries and in the present day men and women are inspired by the Holy Spirit to spread the Good News of Jesus Christ through word, witness and service.
- Reading the Vatican II documents on Liturgy and the Church shows that the Church has attempted to renew the spirit of the early Church, in relation to its
 - liturgy and worship
 - role of the laity
 - understanding of authority within the Church
 - relations with other Christians.
- Students should be encouraged to explore the similarities and differences in custom and tradition between life in the early Christian Church and the Church today.

Catechism of the Catholic Church

Church's Origin, Foundation and Mission

In preparation for the teaching of this unit the following references are recommended:

Part One, Section Two: The Profession of the Christian Faith

758-769 The Church's Origin, Foundation and Mission

- 767 When the work which the Father gave the Son to do on earth was accomplished, the Holy Spirit was sent on the day of Pentecost in order that he might continually sanctify the Church. Then the Church was openly displayed to the crowds and the spread of the Gospel among the nations, through preaching, was begun.
- 768 So that she can fulfil her mission, the Holy Spirit 'bestows upon (the Church) varied hierarchic and charismatic gifts, and in this way directs her.' 'Henceforward the Church, endowed with the gifts of her founder and faithfully observing his precepts of charity, humility and self-denial, receives the mission of proclaiming and establishing among all peoples the kingdom of Christ and of God, and she is on earth the seed and the beginning of that kingdom.'

Explanation of Scripture used in this unit

The Acts of the Apostles is a primary source for showing the humble beginnings and gradual spread of Christianity.

- The earliest written parts of the Christian Scriptures are Paul's Epistles to the Christian communities that he helped to found. Familiarity with these will assist in teaching this unit.
- The following passages can be used in this unit: Acts 2:1–15; 6:8–7:60; 2:42–47; 4:32–37; 15: 1–17, 19–31; Galatians 1:11–24; Ephesians 1:3–7, 9–10, 13–14; 2:10

Acts 2:1–15 *The Day of Pentecost* (Indicator 1)

The feast of Pentecost is a Jewish festival called *Shavuot* or the Feast of Weeks, which was fifty days after the second day of Passover. Luke grapples with words to recount what happened: 'they heard what *sounded like* a powerful wind from heaven', 2:2, and 'something appeared to them that *seemed like* tongues of fire', 2:3. The author suggests that it was not exactly wind or flames of fire. Thus we must be careful that students do not think of the Holy Spirit as a powerful wind or tongues of fire. These of course are metaphors for a reality we cannot fully describe.

Another noteworthy feature is the emphasis on speaking and hearing. Not only were the apostles gifted with languages, but those who listened were gifted to *hear them* speak in their own tongue. An important consequence of the coming of the Spirit seems to be improved communication, where speaking and listening are accurate and in harmony. The courage to speak and listen would seem to be part of the message of Pentecost.

Acts 6:8–7:60 *Stephen* (Indicator 2)

This long account of the martyrdom of Stephen is highly stylised. It tells us much about the disciples, and the way they understood Jesus' teachings and put them into practice.

There were some difficulties over the distribution of food to widows. It seems there were two groups involved – the Hebrews and the Hellenists (6:1). The Hebrews were Palestinian Jews who had become Christians, while the Hellenists were Greek-speaking Jews from outside Palestine who had also become Christians. There was tension between the two groups although they were all Christian. Stephen was of the latter group. He was a Greek-speaking Hellenised Jew who had become a follower of Jesus. This may have something to do with the dispute.

Stephen's actual moment of dying paralleled the death of Jesus in Luke 23. Stephen, like Jesus, died forgiving and praying. Such stories tell us much about the tensions within the early Church.

The person called Saul, who approved of the killing, later became Paul, writer of letters in the New Testament texts. His conversion is recorded in Acts 9 and also in Acts 22 and 26.

Acts 15:1–17, 19–31 *Controversies – the Council of Jerusalem* (Indicator 4)

This account of a meeting of the infant Church sheds light on the decisions faced by this group. It shows the composite mixture of the group: not only Jews but Gentiles had now become followers of Jesus. This created a dilemma – should Gentiles convert to Judaism before becoming Christians? It would mean circumcision for the men and keeping of Jewish dietary laws.

Although Peter was the head of the whole Church and was the first to suggest a solution (15:7), it seems James was the leader of the Church in Jerusalem. He announced the final decision that converts must keep some, but not all of the Jewish laws. James is generally identified as 'James, the relative of the Lord. Whereas Peter was the apostle who took the Gospel to Rome, James remained the leader of the early Church in Palestine.

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STANDARDS

By the end of this unit it is intended that students:

- be aware of the commitment and vision of the men and women in the early Christian communities
- describe important events and personalities of the early Christian communities
- use historical sources to interpret early Church history.

Indicators of Learning (Incorporating Values, Knowledge and Skills)	Essential Reading for Teachers	Suggested Learning/Teaching Strategies	Possible Assessment
<p>I.</p> <p>It is intended that students will be able to:</p> <p>V articulate those qualities which were exhibited by the early Christians</p> <p>K understand the events surrounding the foundation of the early Christian communities</p> <p>S outline the difficulties associated with starting a group/team.</p>	<p>Beginnings of the Early Christian Communities</p> <ul style="list-style-type: none"> • The Church developed from small groups of Jesus' followers who remained together after the Resurrection. At first it functioned to some extent as an offshoot of Judaism. Its spread into the Gentile world started to take it away from Judaism. Some Jewish synagogues expelled Jews who had become followers of Jesus. This was a profound event, since it meant they were put out of all significant relationships with the community – it means they could not trade or eat with other community members (see John 9:22). • The Church, whose foundations had been laid by Christ, came alive on Pentecost. The Acts of the Apostles traces the spiritual birth of the Christian communities to a religious event shared by the assembled disciples and Mary. This common experience of being filled with the Holy Spirit ensured that the first followers of Christ would become confident witnesses of the Resurrection. 	<ul style="list-style-type: none"> • Brainstorm with the students what questions they have about the beginning of the Church. • Explore the activity in KWL p. 36. • KWL p. 35 – Discuss what happened to the first Christians after Jesus died? • KWL p. 37 – Pentecost: the birth of the Church. Use the video, 'Peter, Paul and the Christian Revolution' to explore the beginnings of the Church. • Students create a jigsaw puzzle about Pentecost. • Write a newspaper article about Pentecost. • In groups, students compile a list of activities which take place in Christian communities today. How do these reflect the practices of the early Church? • KWL p. 38 – Fruits and gifts of the Holy Spirit. Chatterbox activity to explore fruits and gifts of the Holy Spirit. 	<p>Teacher Observation</p> <p>Pre-test: The birth of the Church.</p> <p>Observation of students list of difficulties when starting a new organisation.</p> <p>Peer Assessment</p> <p>Students make up questions they would ask about the film or/ students draw up a newspaper of the early Church from articles written.</p>

<p>2.</p> <p>It is intended that students will be able to:</p> <p>V reflect on the motives of contemporary Christians, who suffer for their faith</p> <p>K understand why Christians were persecuted at certain times in the Roman Empire</p> <p>S research and record the lives of significant members of the early Church.</p>	<ul style="list-style-type: none"> Each new community of believers which was established had important decisions to make in relation to: <ul style="list-style-type: none"> teaching converts looking after orphans, the widowed, and the sick organising the liturgy exercising leadership in the community living a life of example to society at large 	<ul style="list-style-type: none"> Write out a list of the difficulties faced when starting a group or team. What difficulties might the early Christian communities have faced? 	
	<p>Persecution</p> <ul style="list-style-type: none"> At sporadic intervals, Christian communities were persecuted for the first four centuries of early Church history. There are a number of reasons as to why Christians were persecuted by the Roman state: <ul style="list-style-type: none"> Christians did not take part in worship of the Emperor, which was linked to loyalty to the Empire. Once the persecutions began, there was some degree of secrecy surrounding Christian worship, which gave rise to rumour and suspicion about Christian religious practices. Christians were considered to be dangerous citizens because some of them refused to take part in military service, or administration of the law. <p>The Church has given its official recognition to many of the Christian witnesses who died for their faith. The term 'martyr' comes from the Greek word meaning 'witness'. To die for Christ was to be a witness to the death and resurrection of Jesus, as well as a sign of being a true disciple.</p>	<ul style="list-style-type: none"> Students research and record the meaning of the words 'persecute' and 'martyr'. KWL p. 39 – Martyrdom of Stephen. Divide story into sections and have students illustrate each section to make a mural. In the 21st century how would the information about Stephen's martyrdom be communicated to the world? Read accounts of persecutions and make a 'martyrs' wall' illustrating the experiences of the early Christian martyrs. Write out an imaginary dialogue with a first century martyr. Research contemporary situations where Christians suffer for their faith. For example, students could study the underground Catholic Church and the Chinese Catholic Patriotic Association in China, comparing the freedom that both groups have to practise their faith in matters such as the appointment of bishops, community worship, loyalty to the Pope, etc. Read the account of Maximilian Kolbe, KWL p. 40, and do the activity. Use newspaper and magazine clippings to form the basis of a project on contemporary Christians who have suffered persecution. 	<p>Peer Assessment</p> <p>Students comment on the meaning of the mural on the martyrdom of Stephen.</p> <p>Self-assessment</p> <p>Students respond to stories of contemporary persecution of Christians:</p> <ul style="list-style-type: none"> were they aware of this occurrence? how does this help us to appreciate the religious freedom we experience?

<p>3. <i>It is intended that students will be able to:</i></p> <p>V comment on the contribution of both men and women in Scripture, as the first missionaries of the Church</p> <p>K have an awareness of Paul's role as 'Apostle to the Gentiles' in the establishment of the early Church</p> <p>S locate on a map significant places in the New Testament.</p>	<ul style="list-style-type: none"> The significant contribution of women and men in the early Church, together with particular foundational events, gave the Church its lasting shape and character. There are a number of early Christian converts whose lives are worth noting: Lydia (Acts 16:23–39), Tabitha (Acts 9:35–42), Priscilla and Aquila (Acts 18:1–3, 24–26). The Acts of the Apostles and Letters by Paul and other missionaries, should be used not only as sources to interpret the development of the Early Church, but also be read and understood for their valuable contribution in supporting and reaffirming the faith of the newly established Communities. The first great Christian missionary was Paul, who preached the Good News of Jesus' resurrection and its meaning to both Jews and Gentiles. He travelled extensively throughout the Roman Empire establishing Christian communities in Turkey, Syria, Greece and Cyprus. He continued to keep in touch with the communities which he established by writing letters to believers in Rome, Corinth, Thessalonika, Philippi, and in Galatia and other places. <p>Paul had a significant influence in helping the early Church to realise that it was more than a Jewish sect. He was instrumental in the decision to break with Jewish traditions at the Council of Jerusalem in 49 AD (Acts 15:1–17; 19–31).</p>	<ul style="list-style-type: none"> Discuss the qualities and characteristics of heroism. This could be visually explored through a mobile. Divide information on St Paul between small groups, using the sections of the text in KWL p. 62 'Paul's Background'. Each group presents this material to the class. Encourage a Multiple Intelligence approach. Each group contributes 3–4 questions for a quiz at the end of the presentation. Take each sentence from 6.2, on KWL p. 62, and put in separate envelopes. Divide class into groups and conduct a sequencing activity. Read 'Paul's Conversion' on KWL p. 63 and complete activity. Have students reflect on their own lives about a time when something happened which radically changed the way they thought or felt. Consider the story of Paul's conversion from the perspective of Stephen's family. Using the information they already have, read KWL pp. 69–71 and in groups prepare a CV for Paul to present at a job interview. Students could prepare an obituary/word portrait of St Paul which could include: details of his life; his travels; the key message from his letters; excerpts from his letters; brief historical overview of his time. A map, a drawing or a painting could also be included. Personal response to Ephesians 4:1. In what ways do I already do this? How can I do more to fulfil my calling as follower and representative of Christ? See other Activities on KWL p. 72. Students read each of the following references about the lives of some early Christian converts: Lydia, Acts 16:23–39, Tabitha, Acts 9:35–42 Priscilla and Aquila, Acts 18:1–3, 24–26. What qualities did these people have? Why were they admired by their fellow Christians? 	<p>Peer Assessment</p> <p>Each group assesses the presentation of one other group. Simple criteria could include:</p> <ol style="list-style-type: none"> Understanding of content. Clarity of presentation. Level of preparation. Innovation in presentation style. <p>Teacher Assessment</p> <p>Observation and enquiring during the presentations of the character profiles of Lydia, Tabitha, Priscilla and Aquila.</p> <p>Mark obituary/word portrait of St Paul.</p> <p>Self-assessment</p> <p>Personal reflection 'to lead a life worthy of our calling' – how well do I do this?</p>
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<p>4.</p> <p>It is intended that students will be able to:</p> <p>V name some of the benefits of unity and some of the difficulties in achieving it</p> <p>K identify a variety of ways in which Judaism influenced the development of Christianity</p> <p>S record the issues which were debated at the Council of Jerusalem.</p>	<ul style="list-style-type: none"> The first influences on early Christianity were the Jewish religion and culture. The early Christian community saw themselves as part of the Jewish faith and consequently some Jewish beliefs and practices were used. Christian moral teachings were mainly influenced by Jewish teachings, e.g. The Ten Commandments (Exodus 20:1–17). Friction between the two communities arose from differences over fundamental beliefs about Jesus. Jews did not believe that Jesus was the Messiah and believed it was blasphemous to accept Jesus as the Son of God. <p>Both Greek and Roman cultures had a profound influence on the development of the early Church.</p>	<ul style="list-style-type: none"> 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. KWL pp. 41–43 – The Council of Jerusalem. Activity on KWL p. 42 Read Acts 4:32–34 and apply to the modern world. <ul style="list-style-type: none"> (a) What benefits would result if all people lived like this? (b) What are the difficulties in achieving the lifestyle it describes? Personal reflection: What is one thing I could do today to contribute to the sort of community described in Acts 4:32–34? KWL p. 50: Create an 'Everything you need to know to be a Christian' sheet or a quiz game, 'Who wants to be a Christian?' Explore some images from the catacombs to explore how Christians worshipped in Roman society. Develop a map to show where the apostles travelled and ended up. 	<p>Teacher Assessment</p> <p>Observation of students writing down a list of the issues that were debated at the Council of Jerusalem.</p> <p>Peer Assessment</p> <p>Response to Acts 4:32–34.</p>
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<p>5.</p> <p>It is intended that students will be able to:</p> <p>V recommend those qualities of the early Church which are relevant for the Church today</p> <p>K comprehend the positive and negative consequences of Constantine's conversion on the development of the Church</p> <p>S design a time line which charts the development and history of the early Church in the first three centuries.</p>	<ul style="list-style-type: none"> The Emperor Constantine's conversion to Christianity had far-reaching consequences for both the spread and development of the early Church. In 312 AD after winning a battle Constantine had the symbol of Christ, the Chi Rho, inscribed on banners and on the shields of all his soldiers. In 313 AD Constantine issued the Edict of Milan, which granted religious freedom to everyone in the Empire. There were a number of both positive and negative effects of Constantine's conversion and the legalisation of Christianity: <ul style="list-style-type: none"> Roman methods of organisation were adapted by the Church which helped its governance The Church gradually lost its independence from the State traditional religious practices, such as harvest and midwinter festivals, were incorporated into Christianity in 316 AD crucifixion was abolished as a form of execution laws were established which protected children the centralised government of the Empire helped maintain the unity of the Church participation in the old Roman religion was forbidden. cohabitation without lawful marriage was made illegal. 	<ul style="list-style-type: none"> Activity on KWL p. 53. KWL p. 58 – Constantine. Students are allocated one of the following events: <ul style="list-style-type: none"> 30 AD Pentecost 35 AD Stephen martyred Conversion of Paul 42 AD James martyred 48 AD Council of Jerusalem 49 AD Expulsion of Jews from Rome 64 AD Nero's persecution, Peter killed 66–74 AD First Jewish War 70 AD Jerusalem destroyed 312 AD Constantine becomes ruler of the Empire 316 AD Crucifixion abolished 321 AD Sunday became a public holiday 325 AD Council of Nicea They visualise this event and present it on A3 size paper; then create a visual time line in the classroom. At the conclusion of this unit, students nominate an important item or idea in the early Church that the modern world could learn from. Discuss their list and distil to five points. Display these or publish them in the school newsletter. 	<p>Teacher Assessment</p> <p>Testing of students through the completion of the listening task 'The Conversion of Constantine'.</p> <p>Marking of time-line for accuracy, presentation.</p> <p>Observation of responses to what the early Church can teach the modern world as an indication of student understanding and appreciation of the unit.</p>
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Celebration: Prayer and Liturgy

In studying this unit students will have encountered a community uncertain of itself, a community waiting for the kingdom of God and a community willing to have its faith tested. Allow students to reflect on the content of the unit and experiences they have shared, and use their reflections as the basis for the celebration.

Suggested celebration based on Acts 4:32–35

Preparation: Before the celebration, students draw a picture representing an occasion when they had their faith tested. They are encouraged to link this occasion with the experience of the early Christian communities who turned to God at times like this.

Gathering: *Ensure students enter the place set aside for prayer in a quiet and respectful manner. When they are settled, give the instruction for each student to lay their picture in the appropriate space. Only one student should move at a time. Quiet music will help to maintain a reverent atmosphere. The pictures are then 'joined' by a ribbon. The joining action could be completed by the teacher or by a well-prepared student.*

Teacher: In the name of the Father, and of the Son, and of the Holy Spirit.

These pictures represent our lives and the times when our faith has been tested. Just as the ribbon binds these pictures together, we are bound to each other in this community and through our shared faith.

Reflection: Play 'Rest and Wait', *Deep Waters* CD – Trish Watts.

The Word: Acts 4:32–35 (*ensure the reader is well-prepared to proclaim the Word of God*).

Teacher: Like the early Christians we are a community of believers. We are called to share each other's joys and burdens. Today we lay our times of struggle before God and each other. Please stand as we pray in the faith given to us through the Resurrection of Jesus.

Student 1: When they had gathered together they asked him:

Student 2: 'Lord, are you at this time going to restore the kingdom of Israel?'

Student 1: He answered them:

Student 2: 'It is not for you to know the times or seasons that the Father has established by his own authority. But you will receive power when the Holy Spirit comes upon you, and you will be my witnesses in Jerusalem.'

Teacher: Jesus promised that the Holy Spirit would give us the strength to face the difficult times of life. We pray for this strength in our own lives and for all in our community. The response is: Come, Spirit of God, be with us.

As we open our ears to the voices of others:

All: Come, Spirit of God, be with us.

Teacher: As we open our minds to each other's stories:

All: Come, Spirit of God, be with us.

Teacher: As we open our hearts to the hurt of our world:

All: Come, Spirit of God, be with us.

Teacher: As we open our lives to the future:

All: Come, Spirit of God, be with us.

Conclusion: In the name of the Father, and of the Son, and of the Holy Spirit. **Amen.**

Possible Assessment Tasks

TASK 1: A poster to encourage converts

PURPOSE

Students to explore the role of proclamation as a way of leading people to faith.

ACTIVITY

The purpose of this poster will be to encourage people to join one of the early Christian communities. Students make a list of the good qualities and ideals of the first Christians. What sort of society did they hope to achieve? How did they treat each other? What could a person gain by joining them?

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 first Christians.
- Place their rough drawings on a sheet of cardboard, moving them around for the best effect. Will there be a central focus for the poster?
- Transfer their drawings onto the poster. Print the key word or phrase beside each illustration.
- Display the posters around the classroom wall, with students briefly explaining their work.

ASSESSMENT

How would their poster attract people, and persuade them to become a member of the Christian community in their city?

TASK 2: Obituary/Word Portrait of St Paul

PURPOSE

For students to understand some of the mission of St Paul.

ACTIVITY

Paul has just passed away and it is your duty to write the obituary or word/portrait about St Paul in the 'New Jerusalem Times'. You have been told by the Editor to cover the following:

- (a) a brief overview of the time.
- (b) some details of his life.
- (c) where did he travel to and why?
- (d) excerpts from at least three of his letters and the key message or theme in each.
- (e) you may include a map, a drawing or a painting.

ASSESSMENT

Suitability of obituary, fulfilling the set criteria above.

Resources

Essential Reading

Recommended editions of the Bible are:

Catholic Bible Press 1993, *The New Revised Standard Version: Catholic Edition*. Catholic Bible Press, a division of Thomas Nelson Inc., Nashville, Tennessee.

Darton, Longman & Todd 1985, *The New Jerusalem Bible*. Darton, Longman & Todd Ltd and Doubleday, London.

Brown, R et al. (eds) 1989, *New Jerome Biblical Commentary*. Geoffrey Chapman, London.

Teacher Resources

Bennet, R 2002, *Four Witnesses: The Church in Her Own Words*. Ignatius Press, San Francisco.

Charpentier, E 1992, *How to Read the New Testament*. SCM Press, Canterbury.

Fortescue, A 1997, *The Early Papacy*. St Augustine Press, Southampton.

Horner, T 1998, *Seeds of Life: Early Christian Martyrs*. Gracewing, Leominster.

Lampe, P 1999, *The Christians of Rome in the First Two Centuries*. Burnes & Oates, Kent.

Liddy, S & Welbourne, L 1999, *Strategies for Teaching Religious Education*. Social Science Press, Sydney.

Ryan, M 2003, *Reading the Bible, an Introduction for Students*. Social Science Press, Sydney.

Smith, H 2001, *Living in Harmony*, Teacher Book. Harper Collins, Melbourne.

Classroom Resources

Crotty, R et al. 2001, *Living in Harmony*, Ch. 4. Harper Collins Religious, Melbourne.

Morrissey, J et al. 1997, *Out of the Desert*, Book 1, Ch. 6. Longman, Melbourne.

National Centre for Religious Studies 1994, *Understanding Faith Series*, 'Christian Art, Architecture and Music' (Teacher and Student Edition). Auckland, New Zealand.

Video

'Peter and Paul and the Christian Revolution' (part of the *Empire Series*) available from SBS or Tape Services, South Australia.

Website

<www.resource.melb.catholic.edu.au> (Scripture – New Testament – Introducing Paul)

Unit Evaluation

In evaluating the indicators of learning the teacher could consider the following:

- To what extent are students aware of the commitment and vision of the men and women in the early Christian communities?
- Are students able to describe important events and personalities in the early Christian communities?
- How effectively did students use historical sources to interpret early Church history?
- To what extent did students demonstrate achievement of the standards?
- Are there standards that were not achieved?
- What changes (if any) would you make if you were teaching this unit again?