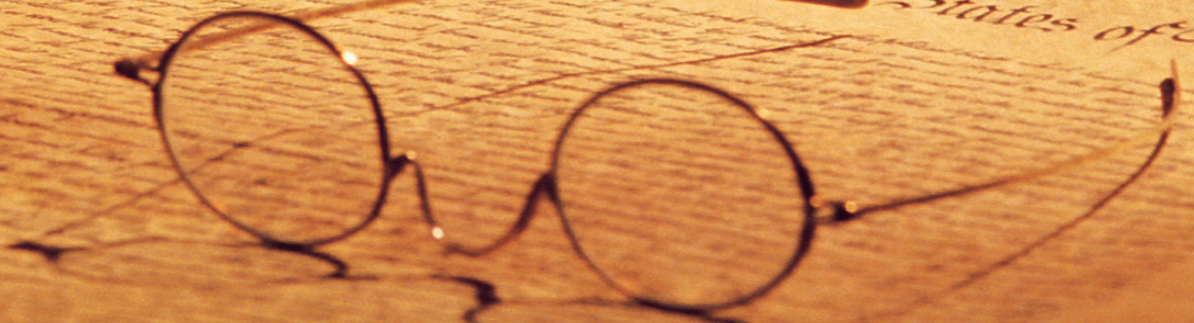


(TEACHER VERSION)

The *Bible*

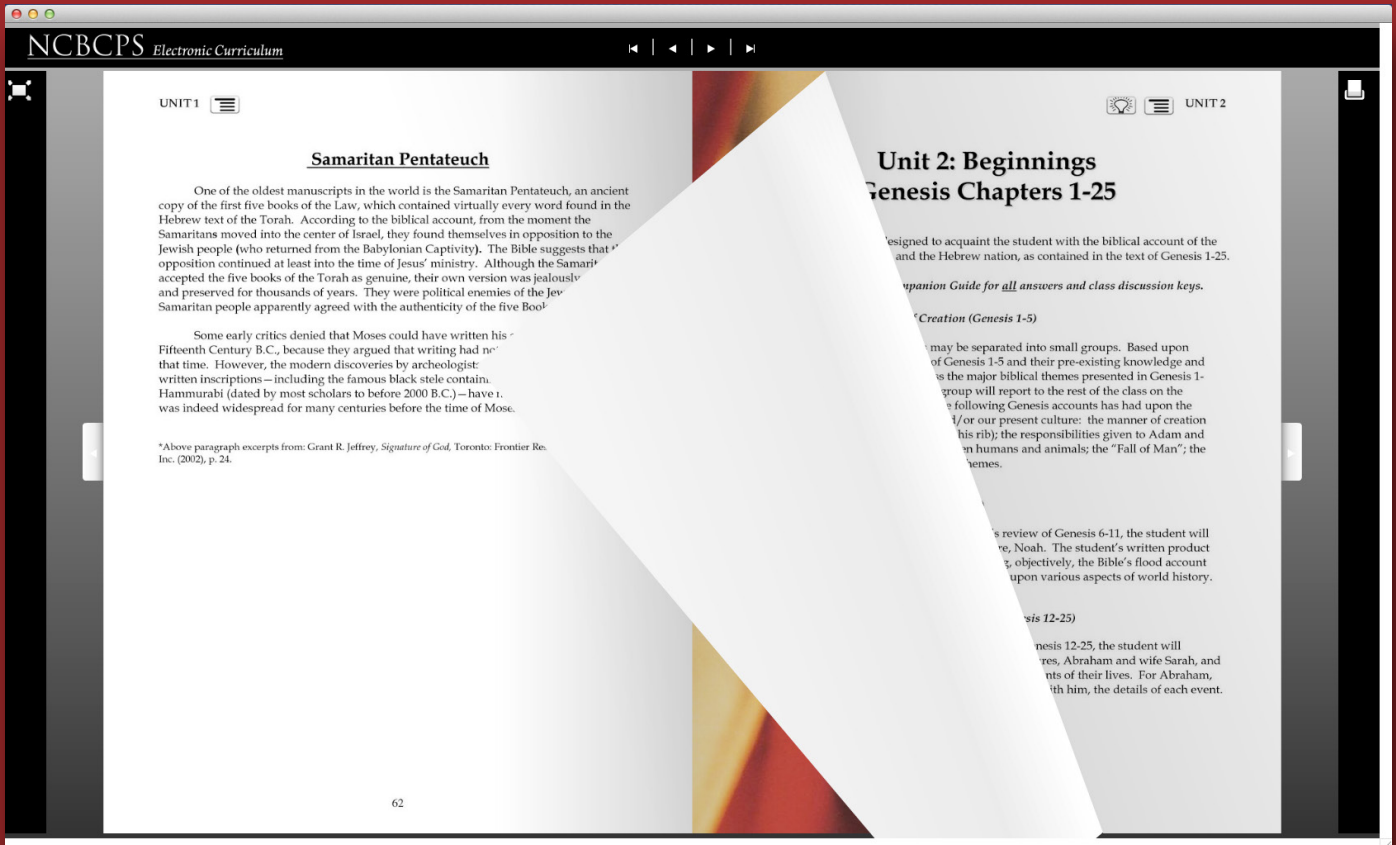
In History and Literature

IN CONGRESS, July 4, 1776
The unanimous Declaration of the thirteen
States of America



DEMO OVERVIEW

The following samples are for presentation purposes.
The DVDs (electronic versions) for both
the teacher and students are interactive.



In the electronic version, the student/teacher can click the tabs on the right and left page edges or they can 'click and drag' a page corner to turn pages.

**View first three
pages of Unit 9**





**View the
Table of Contents**



**View a
Sample Video**





THE *Bible* IN HISTORY AND LITERATURE






This curriculum guide has been prepared using the King James Bible, because of its widespread use, its influence upon the development of American culture and Western Civilization, and its literary qualities. However, school districts are free to use whichever Bible translation they choose, or they may allow each student to use the translation of his or her choice. Sometimes students can benefit from comparing different translations in and out of class.


Click on page # in Table of Contents to link to that page

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Y“HOTS” Refers to higher order thinking skills.

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NOTES REGARDING THIS CURRICULUM AND THE LAW

This revised curriculum guide was reviewed and updated by members of the NCBCPS Board of Directors, attorneys, primary scholars, a curriculum specialist, and classroom teachers. Their continuing input in the enhancement and development of *The Bible In History and Literature* is reflected in this August, 2011 edition.

NCBCPS encourages all public schools to follow applicable law and all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious views, traditions, and perspectives of their students. No public school teacher or official should ever endorse, favor, promote, or disfavor or show hostility to, any particular religion or nonreligious faith. Nothing in this curriculum is intended to violate any provision of the United States Constitution or federal law, any state constitution or state law, or any rules or guidelines provided by the United States Department of Education or state department of education.

For the convenience of every instructor of this elective course, following this Table of Contents is a statement of principles regarding religious expression—including specific information regarding teaching about the Bible, and the role of religion in the history of America and other countries—that was produced by the United States Department of Education. NCBCPS recommends that instructors of this course, and *all* public school employees, familiarize themselves with and closely follow these federal guidelines.



Unit 9: Literature Highlights

Job and Psalms

UNIT 9► This unit is designed to acquaint the student with the influential literary characteristics and forms found in the poetic Hebrew Bible/Old Testament.

Refer to the Teacher's Companion Guide for all answers and class discussion keys.

Performance Condition/Action Statements

Based on assigned readings from Job, Psalms, and songs from Exodus and Judges, the student will:

1. (Knowledge) Identify examples of parallelism in the Psalms (see p.128).
2. (Comprehension) Compare the Song of Moses in Exodus 15 with Psalm 80.
3. (Application) Read the last five chapters of Job describing the Bible's account of the exchange between Job and his God. In what way are the questions and issues discussed universal and timeless in their theme? HOTS.
4. (Analysis) Explain why the poetry identified on p. 135 expresses the idealistic side of man. HOTS.
5. (Synthesis) Write a paraphrase of Psalm 23. HOTS.
6. (Evaluation) Assess the similarities in biblical parallelism with the poetry of authors such as George Herbert, Richard Crashaw, William Blake, and Edward Taylor. HOTS.

Performance Criterion: The student will complete writing assignments, participate in small group discussion, and complete readings as assigned.

Lesson 1: *An Introduction to Characteristics of Hebrew Poetry*

Lesson Objective: Based on lecture and class discussion, the student will explain in his own words the following terms: parallelism; simplicity of structure; use of the question; figurative language; understatement.

Lesson 2: *Parallelism*

Lesson Objective: Based on the student's review of assigned readings in the text, the student will identify examples of synonymous, synthetic, antithetical, and climactic parallelism.

Lesson 3: *Use of the Question*

Lesson Objective: Based on the student review of assigned readings in the text, the student will interpret the impact of questioning to express a point of view from Job 38-41, and Psalm 8, 13, 137 and 139.

Lesson 4: *Other Literary Expressions*

Lesson Objective: Based on lecture and class discussion, the student will explain the terms personification, metaphor, hyperbole, simile, understatement, and iteration, and give examples of each from the Psalms, and Deborah's Song in Judges 5.

Lesson Objective: The student will compare the description of God provided in Moses' song (Exodus 15) with the Hallel recited during Passover celebrations (Psalm 113-118).

Lesson 5: *The Psalms Expressing Devotion to God & Nation*

Lesson Objective: Based on the student's review of assigned readings in the text, the student will summarize the themes of the psalms of praise, worship, procession and ascent. (See p. 161).

Lesson 6: *The Psalms Expressing Man's Ideals*

Lesson Objective: Based on the student's review of assigned readings in the text, the student will assess the themes of the psalms of penance, contrition, elegy and lamentation, and evaluate their meanings as expressions of man's nature.

Sample Lesson Plans

Note: Just a reminder here that review of Psalms or portions of Psalms (selected at the teacher's discretion) continues. The study of Proverbs will also continue through the end of the semester, culminating with chapter 15. The remaining Proverbs will be covered in the second semester of this course.

Lesson 1: Read Psalm 119 which offers an excellent opportunity to study several poetic characteristics noted in the curriculum. Note also that each set of eight verses is preceded by a Hebrew letter that may also be studied and learned. One to three class periods.

Introduce some Hebrew letters and their meaning for study. These may be found in Hebrew lexicons. HOTS.

Lesson 2: Choose a variety of Psalms for study and identification of synonymous, synthetic, antithetical, and climactic parallelism. Have students create examples of parallel statements. The students may work in pairs. One to three class periods.

Lesson 3: Read Job 38-41 and Psalm 8, 13, 137 and 139. Have students participate in discussions that display the impact of questioning to express a point of view. Compare and contrast these methods of questioning to courtroom or other scenarios. One to three class periods.

Lesson 4: Choose Psalms that exhibit examples of personification, metaphor, hyperbole, simile, understatement and iteration. Read these aloud and have students cite examples of each. More examples of these may be found in Deborah's Song in Judges 5. Compare and contrast the description of God in Moses' and Miriam's song (Exodus 15) with the Hallel recited during Passover celebrations (Psalm 113-118). Two class periods. HOTS.

Lesson 5: Choose Psalms that are expressions of praise, worship, procession and ascent. Suggestions are: 8, 9, 18, 19, 29, 30, 33, 34, 47, 48, 66, 81, 89, 95, 96, 98, 100, 103, 105, 106, 107, 108, 111, 112, 113, 117, 135, 138, 145, 146, 147, 148, 149, 150. Have students choose any two, or three, and objectively compare and contrast these with one other for their literary and poetic qualities. One to two class periods. HOTS. (*Note: The instructor must point out that these selections are being reviewed only for their influential literary and poetic qualities, and that the review must not be regarded or treated as a "devotional" exercise – inappropriate for a classroom setting.*)

Lesson 6: Choose Psalms that express and assess the themes of penance, contrition, elegy, and lamentation and evaluate their meaning as expressions of man's nature. Read aloud and discuss. HOTS.

SAMPLE VIDEO

Located throughout the electronic version are interactive options to view videos, presentation slides, and related articles.

(click screen shot below to view a sample of an actual video)

NCBCPS Electronic Curriculum

UNIT 4

Regarding the Exodus

Some scholars believe that the Bible provides a specific date for the Exodus event in 1 Kings 6:1, and that the date would be at, or very close to, 1446 B.C. According to 1 Kings, the Exodus occurred 480 years prior to the fourth year of Israel's King Solomon. These scholars suggest that since the fourth year of Solomon's reign is believed by many to have occurred in 966 B.C., it is easy to go back 480 years and assign the specific date of 1446 B.C. to the Exodus of the Hebrews from Egypt.

It is not as easy to identify the pharaoh at the time of the Exodus. Several Egyptologists accept that Ramses II was the pharaoh at that time. Taking the dating placements in 1 Kings, however, some scholars suggest that another possible candidate for the pharaoh of the Exodus might have been Amenhotep II, around the dates of 1453-1425 B.C. His father, Thutmose III, is sometimes referred to as the "Napoleon of ancient Egypt." He had many military campaigns and conquests which would have imposed severe labor demands on the Hebrew slaves. Some suggest that such conditions do not fit well with the biblical narrative. In any event, one cannot be dogmatic for naming a pharaoh at the time of the Exodus, due to a lack of certainty in ancient Egyptian chronology.

* For further insight, see the writings of historian Robert Cornuke, Ph.D., among other scholars and Egyptologists.

Video on segments of "Search for Mt. Sinai - Mountain of Fire" by Dr. Bob Cornuke. www.baseinstitute.org ph.#970-249-4024

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STUDENT ACTIVITIES TO REINFORCE LEARNING

Review the lesson objectives for this unit and decide which activities will assist your students to complete their learning.

Activities and Further Discussion

1. The students may review archeological reports relating to Egyptian government and architecture.
2. Students may watch the animated film, THE PRINCE OF EGYPT (Dreamworks Pictures, 1998).
3. Students will complete quiz and test sheets covering comprehension of background and context of Exodus.
4. Students will research the role of a shepherd around 3000 B.C. HOT.

Search for Mt. Sinai - Mountain of Fire
Do not move cursor while media plays

In the electronic version, the student/teacher can 'mouse over' the  icon to view the related video.

Back to
Demo Overview