**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**
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

TABLE OF CONTENTS

Federal Guidelines: Religious Expression in Public Schools vi
Objectives/Methods of Presentation 1
Textbooks & Supplemental Resources 2
Letter to the Instructor 9

Unit 1: Introduction to Study about the Bible
Action Statements & Lesson Objectives 13
Sample Lesson Plans 14
Literary Form & Biblical Criticism 16
Article on ‘Hebrew Idioms’ 18
Article on ‘The Language of the English Bible’ 18
Introduction to the Bible 19
Video on ‘The Forbidden Book-The History of the Bible’ 19
The Origins of Writing 20
The Septuagint 24
Paul’s Epistle to the Colossians 26
Pictures of Papyrus Fragments 28
The Latin Vulgate Bible 29
The Wycliffite Bible in English 33
The History of the Bible in Print 35
The Bible in America 47
Student Activities to Reinforce Learning 51
Periods of Hebrew History in the Hebrew Bible/Old Testament 54
Article on ‘The Importance of Jewish Oral Law’ 54
Pre-Babylonian Hebrew 56
The Hebrew Alphabet with Pictographic Meanings 57
Translations of the Bible 59
The Lord’s Prayer (Translations) 61
Samaritan Pentateuch 62

Unit 2: Beginnings (Genesis Chapters 1-25)
Action Statements & Lesson Objectives 65
Sample Lesson Plans 66
Abraham (Chapters 12-25) 77
Information About Ur 78
Information About Canaan 79
Student Activities to Reinforce Learning 83

Unit 3: Isaac, Jacob, and Joseph (Genesis Chapters 18-50)
Action Statements and Lesson Objectives 87
Sample Lesson Plans 89
Genesis 92
Discussion Questions for Joseph 93
Student Activities to Reinforce Learning 94

Unit 4: Moses In Egypt (Exodus Chapter 1-19)
Action Statements & Lesson Objectives 97
Sample Lesson Plans 99
Exodus Map 100
Regarding the Exodus 104
Video on ‘Search for Mt. Sinai - Mountain of Fire’ 104
Student Activities to Reinforce Learning 105
Three 40 Year Periods in Moses’ Life 106

Unit 5: The Passover (Exodus Chapter 12)
Action Statements & Lesson Objectives 109
Passover Celebration Puzzle - Literary Genre - Knowledge and Skills 110
Passover Feast & Recipes 114

Unit 6: Hebrew Law (Exodus Chapters 20-40)
Action Statements & Lesson Objectives 117
Sample Lesson Plans 118
Video on segments of ‘Search for the Ark of the Covenant’ 118
The Laws of the Ancient Hebrews 119
Plan for the Tabernacle 122
Comparison: Protestant Ten Commandments and Kentucky’s state laws 123
Catholic Ten Commandments; Hebrew Ten Commandments 123

Unit 7: Becoming a People: Laws, Customs & Holidays (Leviticus & Numbers)
Action Statements & Lesson Objectives 129
Sample Lesson Plans 131
Numbers 135
Student Activities to Reinforce Learning 138
Unit 8: Deuteronomy, Joshua & Judges
Action Statements & Lesson Objectives 116
Sample Lesson Plans 117
Map: Era of the Exodus and Wandering 118
Joshua 119
Judges 120
Ruth 121
Article on the book of ‘Ruth’ 122

Unit 9: Literature Highlights (Job & Psalms)
Action Statements & Lesson Objectives – LG – Knowledge and Skills 122
Sample Lesson Plans 124
Job 126
Poetry in the Bible – LG – Knowledge and Skills 127
Characteristics of Hebrew Poetry: Parallelism 128
Characteristics of Hebrew Poetry: Poetic Understatement 129
Characteristics of Hebrew Poetry: The Ballad and the Folk Song 130
The Psalms as an Expression of Hebrew Devotion to God and Nation 131
Hebrew Songs: Idealization of Human Behavior and Man’s Responsibility 132
The Song of Solomon 133
Poetry in the New Testament 134
Allegory 135
Shakespeare & The Bible 136

Unit 10: The Kings and Prophets
Action Statements and Lesson Objectives 146
Sample Lesson Plans 147
Topical Outline 148
The Kings and Prophets 150
Wisdom Literature 152
Divided Kingdom 154
The Prophets 156
Captivity 158
Restoration 159

Unit 11: The Dead Sea Scrolls & Other Archeological Finds
Action Statements and Lesson Objectives 160
Article on ‘Archeological Discoveries’ 161
Slide show on ‘Qumran’ 162
Video on ‘Dead Sea Scrolls’ 163
Archeological Discoveries 164
Manuscripts in Other Languages 166

Unit 12: The Intertestamental Period & Chanukah
Action Statements and Lesson Objectives 166
Sample Lesson Plans 167
Intertestamental Period 169
The Apocrypha (Intertestamental Period) 174
Chanukah 177
Bible Times Map 179
Bible Times Map (Today) 180
Old Testament Timeline 181
Unit 13: Introduction to the New Testament (B’rit Chadasha)
   Action Statements and Lesson Objectives 223
   Introduction to the New Testament 224
   Facts about Israel 227
   Article on ‘Facts About Israel’ 227
   Pontius Pilate 229
   Herod the Great 230
   Slide show on ‘Herodian’ 230
   Herod Antipas 231
   Characteristics of the Gospels 232

Unit 14: The Four Gospels
   Action Statements and Lesson Objectives 237
   Article on the ‘Beatitudes’ 237
   Sample Lesson Plans 239
   Information About the Gospels 242
   Facts About Myrrh and Frankincense 244
   The Parables of Jesus - Literary Genre - Knowledge and Skills 247

Unit 15: The Biblical Account of the Final Week of the Life of Jesus
   Action Statements and Lesson Objectives 255
   Sample Lesson Plans 256
   Crucifixion 260

Unit 16: The Acts of the Apostles & the Beginnings of the Church
   Action Statements and Lesson Objectives 265
   Sample Lesson Plans 266
   Birth of the Christian Church 267

Unit 17: The Bible in History
   Action Statements and Lesson Objectives 271
   The Entire United States Constitution 271
   The Entire Bill of Rights 271
   The Bible and American History 272
   The Colonial Period’s “City on a Hill” 272
   A Source of Revolutionary Ideas 274
   Biblical Citations 277
   Symbols of a Nation 278
   Observations of the U.S. Supreme Court 280
   The Bible in Our Vernacular 282
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.
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)

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