Department: English

Course Title: Bible in Literature

Course Number: 1904

Grade Level: 12

Length of Course: Year

Prerequisite: Successful completion of English III (Themes in American Literature)

UC/CSU (A-G) Requirement: B

**Brief Course Description:** Students will study significant classical and contemporary literature that references stories from the Bible. The course will focus on authors’ use of biblical stories as a source for the artistic expression of the complexities of human thought and experience. Students will study both the breadth and depth of the use of biblical allusions and themes in prose (both fiction and non-fiction), poetry, art and multimedia. Students will read and analyze the impact bible stories have had on culturally and historically important literature.

I. Goals

The student will:

A. Demonstrate word analysis, fluency, and systematic vocabulary development (Reading 1.0)
   1. Trace the etymology of significant terms
   2. Understand and use vocabulary words accurately.
   3. Develop an understanding of poetic, allusive and archaic vocabulary commonly used in biblical translations and in prose and poetry.

B. Demonstrate reading comprehension (Focus on Analysis of Prose, both Fiction and Non-fiction, and Poetry) (Reading 2.0)
   1. Read and understand grade-level-appropriate material.
   2. Analyze the organizational patterns, arguments, and positions advanced.
   3. Analyze the poetic structure and themes of creative and philosophical expression.
4. Read independently. By grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

C. Develop literary response and analysis skills (Reading 3.0)
1. Read and respond to historically or culturally significant classic and contemporary literatures which employ religious allusions and themes as a thematic and/or stylistic basis.
2. Conduct in-depth analyses of recurrent themes.
3. Engage in independent literary criticism. (Standard 3.7/c Reading)

D. Develop writing skills in a variety of genres (Writing 1.0)
1. Write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument, with a focus on analyzing author’s intent and purpose.
2. Demonstrate awareness of the audience and purpose and progression through the stages of the writing process.
3. Demonstrate a command of standard American English
4. Demonstrate an understanding of research, organizational, and drafting strategies.

E. Demonstrate a command of standard American English and organizational and delivery strategies. (Written/Oral English Language Conventions 1.0)
1. Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
2. Produce legible work that shows accurate spelling and correct punctuation and capitalization.
3. Reflect appropriate manuscript requirements in writing.

F. Demonstrate listening and speaking skills (Listening and Speaking 1.0)
1. Formulate adroit judgments about oral communication.
2. Deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.
3. Use gestures, tone, and vocabulary tailored to the audience and purpose.

II. Outline of Content for Major Areas of Study

Semester I
A. Reading
1. Word Analysis, Fluency, and Systematic Vocabulary Development
   a. Trace the etymology of significant terms, especially biblical allusions, used in prose and poetry. (1.1)
   b. Apply knowledge of Greek, Latin and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of
new terms encountered in reading materials, especially political, historical, cultural, religious, geographic, scientific and global terminology. (1.2)
c. Analyze contextual usage, comparisons, relationships and inferences of archaic and translated language, including the meaning of analogies and allusions encountered. (1.3)

2. Reading Comprehension
a. Analyze the usage of patterns of organization, repetition of the main ideas, syntax, and word choice in a text. (2.2)
b. Verify and clarify facts presented in other types of expository texts by using a variety of documents. (2.3)
c. Make assertions about the author's arguments by using elements of the text to defend and clarify interpretations. (2.4)
d. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. (2.5)
e. Critique the power, validity, and truthfulness of arguments set forth in prose (both fiction and non-fiction) and poetry; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion). (2.6)

B. Literary Response and Analysis
1. Analyze characteristics of sub genres, including satire, parody, and allegory that are used in poetry, prose, novels, short stories, essays, and other basic genres. (3.1)
2. Analyze the way in which the theme of a selection represents a view or comment on life, using textual evidence to support the claim. (3.2)
3. Analyze usage of irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes. (3.3)
4. Analyze ways in which poets use allusions, imagery, personification, figures of speech, and sounds to evoke readers' emotions. (3.4)
5. Contrast the major periods, themes, styles, and trends. (3.5b)
6. Evaluate the philosophical, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. (3.5c)

C. Writing
1. Writing Strategies
a. Demonstrate an understanding of the elements of discourse (e.g. purpose, speaker, audience, form) when completing
narrative, expository, and persuasive writing assignments. (1.1)
b. Use point of view, characterization, style (e.g., use of irony). (1.2)
c. Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. (1.3)
d. Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. (1.4)
e. Use language in natural, fresh, and vivid ways to establish a specific tone. (1.5)
f. Use systematic strategies to organize and record information (e.g. annotated bibliographies). (1.7)
g. Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. (1.9)

D. Writing Applications
1. Write fictional, autobiographical, or biographical narratives. (2.1)
2. Write responses to literature. (2.2)
3. Write reflective compositions. (2.3)
4. Write historical investigation reports, particularly as pertains to use of biblical allusions in literature. (2.4)
5. Deliver multimedia presentations. (2.6)

E. Written and Oral English Language Conventions
1. Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. (1.1)
2. Review parts of speech. (1.1)
3. Review parts of a sentence (1.1)
4. Review clauses (1.1)
5. Review phrases (1.1)
6. Produce legible work that shows accurate spelling and correct punctuation and capitalization. (1.2)
7. Reflect appropriate manuscript requirements in writing. (1.3)
a. Review MLA format: correct pagination, spacing, margins, and heading.
b. Review parenthetical documentation
c. Review works cited format

F. Listening and Speaking
1. Listening and Speaking Strategies
a. Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language). (1.1)
b. Distinguish between and use various forms of classical and contemporary logical arguments. (1.5)
c. Use logical, ethical, and emotional appeals that enhance a specific tone and purpose. (1.6)
d. Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging. (1.7)
e. Use effective and interesting language. (1.8)
f. Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation. (1.9)
g. Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions. (1.10)
h. Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience. (1.11)
i. Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect). (1.12)

G. Speaking Applications
1. Deliver oral responses to literature: student-led discussions and large and small group discussions (2.3)
2. Deliver reflective presentations. (2.1)
3. Deliver formal multimedia presentations. (2.4)
4. Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning. (2.5)

Semester II
A. Reading
1. Word Analysis, Fluency, and Systematic Vocabulary Development
   a. Trace the etymology of significant terms used in prose and poetry, especially biblical allusions. (1.1)
   b. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of terminology. (1.2)
   c. Demonstrate a command of poetic, allusive and archaic vocabulary commonly used in biblical translations and in prose and poetry. (1.2)

2. Reading Comprehension
a. Analyze both the features and the rhetorical devices of different types of documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices. (2.1)
b. Analyze the usage of patterns of organization, repetition of the main ideas, syntax, and word choice in the text. (2.2)
c. Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. (2.3)
d. Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. (2.4)
e. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. (2.5)
f. Critique the power, validity, and truthfulness of arguments set forth in prose (both fiction and non-fiction) and poetry; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion). (2.6)

3. Literary Response and Analysis
   a. Analyze characteristics of sub genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. (3.1)
   b. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. (3.2)
   c. Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes. (3.3)
   d. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
   e. Analyze recognized works of American literature representing a variety of genres and traditions. (3.4)
   f. Contrast the major period, themes, styles, and trends. (3.5b)
   g. Evaluate the philosophical, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. (3.5c)

B. Writing
   1. Writing Strategies
      a. Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing expository, reflective, or descriptive writing assignments. (1.1)
b. Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. (1.3)

c. Use language in natural, fresh, and vivid ways to establish a specific tone. (1.5)

d. Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. (1.9)

2. Writing Applications

   a. Write responses to literature. (2.2)
   b. Write reflective compositions. (2.3)
   c. Write historical investigation reports. (2.4)
   d. Deliver multimedia presentations. (2.6)

C. Written and Oral English Language Conventions

1. Demonstrate control of grammar, diction, and sentence structure and an understanding of English usage. (1.1)

   a. subject-verb agreement
   b. verb tense consistency
   c. pronoun case and reference
   d. parallel structure
   e. properly placed modifiers

2. Produce legible work that shows accurate spelling and correct punctuation and capitalization. (1.2)

   a. semi-colons
   b. colons
   c. ellipses
   d. hyphens
   e. capitalization

D. Listening and Speaking

1. Listening and Speaking Strategies

   a. Analyze the impact of the media on the democratic process at the local, state, and national levels. (1.1)
   b. Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers. (1.3)
   c. Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect. (1.4)
   d. Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging. (1.7)
e. Use effective and interesting language. (1.8)

f. Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions. (1.14)

g. Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience. Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness. (1.14)

h. Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning. (2.5)

2. Speaking Applications
   a. Deliver reflective presentations. (2.1)
   b. Deliver oral reports on historical investigations. (2.2)
   c. Deliver oral responses to literature: student-led discussions and large and small group discussions. (2.2)
   d. Deliver formal multimedia presentations. (2.4)

III. Accountability Determinants

A. Key Assignments

1. Textual annotation/critical reading journal, commenting on historical and biographical matters, as well as theme and literary elements. Journals will be brought to class daily; students will write entries both at home and in class, on assigned suggestions and freewrites. Students may volunteer to share journal entries, and the journals will be collected regularly.

2. Students will complete a culminating independent research project.

3. Students will write critical and analytical essays.

4. Students will write creative prose and poetry.

5. Students will answer objective test questions.

6. Students will participate in lectures and class discussion.

7. Overview of Key Literary Explorations:

First Semester: Classical

I. The Ancients

Major Texts:
Selected dialogues of Plato: "Allegory of the Cave", "Euthrypho", "Phaedo", etc.
Gilgamesh
Greek, Roman and Mesopotamian mythology
Assorted essays and literary criticism

**Thematic Focus:**
Regeneration through destruction
Subjective perception and objective reality/truth
Morality, justice and judgment
Fate, divine will and free will

**Literary Elements:**
Argumentative syllogisms
Textual comparison and contrast of diction and detail
Epic Poetry

**Biblical Connections:**
Genesis: Creation and Flood Stories

**Major Assignments/Assessments:**
Annotations/ Critical reading journal – Notes on thematic focus and literary elements
Critical reading discussion questions
Critical reading quizzes
Comparison chart of flood stories

**Essay suggestions:**
- Persuasive analysis on themes of fate, divine will and free will
- Compare/contrast the Babylonian and the Hebrew version of the flood story

II. Anglo Saxon/Medieval Literature

**Major Texts:**
Selected lines from *Beowulf*
Selections from *The Canterbury Tales* – Prologue, Prologue to Wife Of Bath’s Tale, Monk’s Tale

**Thematic Focus:**
History and Development of English Language
Christian and Pagan heroic codes
Religious, cultural and political conversion and blending cultures
Satire and comedy for socio-political/entertainment purposes
The purposes of fables, folktales, and legends
How biblical allusions are used to portray character

**Literary Elements:**
Character
Social commentary
Translation
Literary form

**Biblical Connections**
Monk’s Tale: Sin of Pride - Satan, Adam, Book of David (Belshazzar’s Folly)

**Major Assignments/Assessments:**
Critical reading questions
Critical reading quizzes
Exam on development of English language
Essay suggestions:
  - Choose hero/heroine tale from Bible (Moses, Samson, David, etc.) and write an essay analyzing the character’s heroic qualities
  - Choose a character from Chaucer and analyze how allusions portray character

IV. Renaissance

Major Texts:
Selected cantos from Dante’s *Inferno*: Cantos I, III, V, XXXIV
*Hamlet*
Additional poems, critical essays

Thematic Focus
Guilt and Revenge
Human will versus divine judgment
Punishment
Disloyalty and dishonesty

Literary Elements:
Denotation / connotation
Tone
Theme
Character
Motif
Frame story

Biblical Connections
Tale of Jeptha and his daughter
Tale of Sodom and Gomorrah; Lot and his daughters

Major Assignments, Assessments:
Annotations/ Critical reading journal – Notes on thematic focus and literary elements
Critical reading questions
Critical reading quizzes
Essay suggestions:
  - Analyze spiritual and physical guilt and punishments
  - Persuasive essay on justifiable vengeance

III. Age of Reason/Restoration: poetry, essay, and satire

Major Texts:
Selections from *Paradise Lost*
*Candide*
Selected Poetry
Various Critical Essays

**Thematic Focus:**
In what ways does man use religion for comfort? For guidance? For motivation?
To what degree does the metaphysical conceit add intellectual intensity to poetry? To what extent does the conceit reflect the philosophy and thinking of the time period?
What values do these authors represent from the historical time period?
What is rationality and to what degree can mankind live a life that is rational? How desirable is that life?
How does satire reflect society’s foibles? What contemporary issues are open to satire? To what degree does satire affect society?
To what degree can poetry be considered a rational art? How do the traditional conventions of poetry affect the works of this time period?

**Literary Elements:**
- Metaphysical conceit
- Metaphor
- Imagery
- Paradox
- Theme
- Organization
- Syntax
- Meter
- Rhythm
- Poetic devices
- Perspective
- Satirical devices
- Heroic couplet
- Inverted syntax
- Allusions
- Biblical Connections
- Song of Songs
- Genesis
- Revelation

**Major Assignments/Assessments:**
Annotations/ Critical reading journal – Notes on thematic focus and literary elements
Essay Suggestions:
- Analyze how poetic devices create theme.
- Explore the relationship between rationality, enlightenment, and man’s fallibility.
- Explore how satirical devices add effect to a work.

**Second Semester: Contemporary**
IV. Romantic Literature

Major Poetic Works (teacher's choice):
Selections from Blake’s “Songs of Innocence” and “Songs of Experience”
Wordsworth. “Lines Composed a Few Miles Above Tintern Abbey,” “Ode on Intimations of Immortality,” ”The Prelude"
Blake. "Jerusalem"
D. H. Lawrence. "Dark Satanic Mills"

Major Prose Works (teacher's choice)
*Faust* by Goethe

Critical Essays

Thematic Focus:
To what degree are the philosophical principals found in the 1800 preface to Lyrical Ballads evidenced in Romantic Poetry? In contemporary poetry?
How can the individual find a balance between nature and industrialized society?
In what way can Romantic Philosophy influence all arenas of society?
How do Gothic elements reflect cultural and political issues of society?

Literary Elements:
Theme
Imagery
Syntax
Diction
Figurative Language
Point of View
Organization
Biblical Connections
*Faust*: John 1:1-18
Wordsworth: Revelations 21: 1-1) Job

Major Assignments/Assessments:
Annotations/ Critical reading journal – Notes on thematic focus and literary elements
Critical reading questions
Critical reading quizzes

Essay suggestions:
- What decisions does a translator make when translating? Is translation an art or a science?
- Analyze Rigby’s assertion that *Jane Eyre* is a “thoroughly non-Christian composition.”

V. Victorian Literature

Major Texts (teacher's choice):
Hardy. “The Oxen”
Tennyson. “Ulysses,” “In Memoriam”
Selections from Selections from T.S. Eliot, including “Wasteland,”
“Journey of the Magi”
Selections from Emily Dickenson
Excerpts from Huxley (For example “Agnosticism and Christianity”)
Excerpts from Arnold (For example “Literature and Dogma”)
Hardy. Tess of the D'Urbervilles

Thematic Focus:
Relationship between religion and science
Effect of Darwin’s Origin of the Species on literature and religion
Preservation of feminine purity and innocence

Literary Elements:
Symbolism
Metaphor
Dramatic monologue
Biblical Connections

"The Oxen": The Nativity
Tess of the D'Urbervilles: The Sacrifice of Issac, Exodus (13, 20: 5),
Jonah (4: 6-7), Psalms 9, 31, 102, 1 Kings (18:7)

Major Assignments/Assessments:
Annotations/ Critical reading journal – Notes on thematic focus and literary elements
Critical reading questions
Critical reading quizzes
Essay suggestions:
- Essay using historical criticism exploring the relationship between the works studied, biblical allusions and literary time period.

II. Modernism

Major texts (teacher's choice):
Hurston's Their Eyes Were Watching God
Hemingway’s The Old Man and the Sea
Hemingway’s The Sun Also Rises
Selections from D.H. Lawrence
Selections from Dickenson
Selections from T.S. Eliot (Wasteland)
Selections from Virginia Woolf
Selections from Dylan Thomas
Critical Essays

Thematic Focus:
Relationship between religion and government
Relationship between existentialism and religion
Modern literature and morality
Literary Elements:
Social Criticism
Diction
Character
Motif
Symbolism
Theme
Setting
Allusions
Conflict
Propaganda
Ambiguity
Irony
Musical devices
Tone
Author’s attitude
Biblical Connections
Hurston: Exodus 1-40; Numbers 1-2, 9-14, 16-17, 20-21, 31-32; Deuteronomy 30-31, 34; Joshua 1-6, Ecclesiastes
Major Assignments/Assessments:
Annotations/ Critical reading journal – Notes on thematic focus and literary elements
Critical reading questions
Critical reading quizzes
Essay suggestions:
- Research project - Biographical author study (author must be known for his/her notable use of biblical allusions)

III. Postmodernism

Major Texts (teacher's choice):
Yann Martel's *Life of Pi*
Toni Morrison's *Beloved*
Kohlberg’s “Hierarchy of Moral Development”
Thematic Focus:
Fate and Free Will
Perception vs. Reality
How do we negotiate personal belief, morality, justice and judgment?

Literary Elements:
Motif
Symbolism
Allusion
Perspective
Setting
Biblical Connections
*Life of Pi*: Jesus, Messiah, Temptation of Jesus, and Sacrifice
Major Assignments/Assessments:
Annotions/ Critical reading journal – Notes on thematic focus and literary elements
Critical reading questions
Critical reading quizzes
Essay suggestions:
  • Write a sustained essay analyzing a specific biblical allusion and its rhetorical significance to the work as a whole

B. Assessment Methods
1. Teacher-generated tests
2. District-wide writing samples
3. Department common finals
4. State-mandated tests
5. Daily work assessments
6. Projects and presentations

IV. Instructional Materials and Methodologies

A. Required Textbooks:

*The Bible: Authorized King James Version with Apocrypha.* Oxford University Press.

*Beowulf*


Goethe. *Faust*

Hardy. *Tess of D'Urbervilles*

Hurston. *Their Eyes Were Watching God; Moses, Man of the Mountain*

Joyce, James. *A Portrait of the Artist as a Young Man*


Martel. *The Life of Pi*

Mitchell. *Gilgamesh*

Plato (selected dialogues)

Porter, J. R. *The Illustrated Guide to the Bible.*


Voltaire. *Candide*

B. Supplemental Materials

Chaucer. *Canterbury Tales*

Dante. *The Divine Comedy: The Inferno*

Milton. *Paradise Lost*
Schippe, Cullen and Chuck Stetson. *The Bible and Its Influence.*

C. Instructional Methodologies
1. Lecture
2. Socratic Circles
3. Process Writing Assignments
4. Annotation of text
5. Literary Circles
6. Analysis – small group projects
7. Guest Lectures
8. Film/Video Clip presentations