

Bledsoe County High School Bible History Curriculum

Grades 9 - 12

The course is taught as a social studies elective over one semester.

Course Overview and Purpose

The course will look at the Bible and its historical and cultural significance. The course will go through each book of the Bible and look at what is found in each book. We will also look at the historical setting and the culture of the time to place each book in its proper frame of reference. We will also look at some of the other major religions of the world. The course will explore works of art, words, phrases, popular culture, and major historical movements influenced by the Bible in some way.

The purpose of this course is to enable students to acquire an understanding and appreciation of the Bible's major ideas, historical/geographical contexts, and literary forms. The course will include the study of the Bible in its historical, sociological, and cultural contexts, and its impact on later cultures, societies, and religions. It is understood that the student's experience, or in some cases lack of experience with the Bible, may influence their perceptions of the assignments and it is understood that they may be a broad range of religious and nonreligious perspectives among the students and that all students have the right to their own personal views of religious topics.

Text

The main text is *The Bible and Its Influence*, a textbook published by The Bible Literacy Project, launched in September 2005. It is the only First-Amendment-safe textbook that supports academic study of the Bible from Genesis to Revelation. The classroom textbook is taught in over 640 public high schools in 44 states. Because of its broad acceptance in the educational community and its widespread use nationally, it has become the standard for academic Bible study in the U.S. It is also fast becoming the academic standard in the global community. Developed over a five-year period with input from 40 leading scholars, religious leaders, and academic practitioners, *The Bible and Its Influence* is an opportunity to share the contents of the Bible in an appropriate way. Used in combination with the Bible, the textbook presents biblical content - the narratives, characters, plots, poetry, letters, events, parables, prophecies, and proverbs in the Bible. The program was designed to address the fact that, without an understanding of the Bible, today's youth cannot fully understand literature, art, history, music, or culture.

Each student may also use the biblical translation of his/her choice as a text. In addition, the teacher should make available, through actual publications or handouts, translations that represent the various configurations of books found in the diverse religious traditions.

General Objectives

The student will be able to

- A. Describe how the Bible was transmitted, translated, and gradually recognized as authoritative by religious communities from antiquity to the present
 1. identify the original languages of the Hebrew Bible and New Testament and

their relative dates of authorship;

2. demonstrate knowledge of early Jewish and Christian communities and the reasons they recorded these writings;

3. gain familiarity with later translations and audiences for whom they were composed;

4. analyze primary source information and using the information appropriately;

5. synthesize information from multiple sources to draw conclusions.

B. Select and use appropriate study and research skills and tools according to the **type of information being gathered or organized, including almanacs, print and digital publications, internet news sources, and information services**

C. Read biblical narratives

1. identify the chief characters;

2. describe and analyze in those narratives the elements of plot, such as setting, major events, problems, conflicts, and resolutions;

3. describe and analyze several narrative styles, literary form, and intended impact on the reader.

D. Read biblical poetry

1. identify the characteristics that distinguish poetic forms from prosaic forms;

2. describe and analyze the way they invite the reader to share emotions, through the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

E. Demonstrate knowledge of historical, geographical, social and cultural contexts of biblical literature in the ancient world

1. learn and discuss pivotal historical events;

2. learn and discuss pivotal geographical locations;

3. compare the religious, social and cultural lives within the ancient Near Eastern/Greco-Roman world

F. Identify diverse interpretations of biblical texts

1. compare the way people and communities respond differently;

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2. illustrate diverse interpretations of several prosaic and poetic biblical texts.

G. Illustrate knowledge of ways the Bible has impacted literature, art, music, and thought

1. read several pieces of literature that extensively use biblical allusions;

2. listen to several pieces of music that rely on the biblical text;

3. view several artistic works (sculpture, oils, watercolors) that use biblical images, characters, or scenes.

Units

Unit One: Introduction to the Bible

Unit Two: Genesis

Unit Three: Exodus and the Promise Land

Unit Four: Kingdom and Exile

Unit Five : The Prophets

Unit Six: Writing and Wisdom
Unit Seven: Narratives of Commitment
Unit Eight: Another Covenant
Unit Nine: The Four Gospels
Unit Ten: The Early Christian Community
Unit Eleven: The Letters of Paul
Unit Twelve: Other Letters
Unit Thirteen: Revelation

Unit One: Introduction to the Bible

THEMATIC SECTIONS

1. Bible in America (first amendment)
2. Bible and Bibles (diversity of traditions)
3. Historical overview (setting the stage for later units)
4. Geographical overview (setting the stage for later units)

PURPOSE

To provide a framework for a historical, cultural, and literary understanding of the Bible

Specific Objectives

1. Discuss the reasons for studying the Bible in American public schools
2. See an ancient scroll and codex
3. Read and compare several translations of specific biblical texts
4. Read and discuss a text that shows the issues that a translator faces when going from an original text to a translation
5. Compare the diverse order, grouping, and number of books in the Hebrew Bible and New Testament
6. Understand the similarity and difference between translation and interpretation
7. See a chronological chart of events
8. Identify the three divisions of the Hebrew Bible (Tanakh), Torah (Law), Nevi'im (Prophets), and Ketuvim (Writings)
9. Discuss characteristics of Hebrew language and literary style important for comprehending the Tanakh
10. Describe major themes and the kinds of literature found in the Bible

BIBLICAL READINGS

Genesis 1.4; 1.1 – 2.1, 1 Samuel 17, Job 1.1 – 2.13, Psalm 1.1 – 6, Matthew 17.19 – 21, Mark 7.24 – 31, Matthew 8.28//Mark 5.1//Luke 8.26

MAPS, TIMELINES, CHARTS

East Mediterranean area maps in various formats and from various historical periods

Chronological timelines that show comparative dates

Chart of the grouping of biblical books according to various religious traditions

DIFFERENTIATION

Draw up a timeline of the history of the English Bible

Find biblical names of US cities in your state

Discuss Lincoln's use of the Bible
Discuss Martin Luther King's use of biblical imagery

VOCABULARY

BC – BCE

AD – CE

Scroll

Codex

Translation

Interpretation

Torah

Tanakh

Distribute a list of geographical names that will be used throughout the course and will appear in future units

RESOURCES

The Bible and Its Influence General Introduction and Chapter One

Guidelines for Teaching the Bible in Public Education

First Amendment along with description

Description of present translations

Pictures of scrolls and codices

Hebrew and Greek alphabets

History of English translations

“The Bible in English”

Unit Two: Genesis

THEMATIC SECTIONS

1. In the Beginning
2. From the Garden to the Tower
3. Abraham and Sarah
4. Ancestors

PURPOSE

Genesis weaves together the creation stories handed down by the Hebrew people and conveys their understanding of the divine covenant with Abraham and his descendants

Specific Objectives

1. Study the key themes of the biblical account of creation
2. Demonstrate familiarity with the literary structures and devices used in the creation account
3. Discuss the influence of the biblical account of creation on the cultural attitudes toward the human person and the natural world
4. Demonstrate familiarity with the biblical accounts of transgression and their consequences
5. Identify the important events, persons, symbols, and motifs of the Garden of Eden, the Fall of Man, the Flood, and the Tower of Babel
6. Compare Jewish and Christian interpretations of Genesis 3
7. Discover the key events in the life of Abraham, Sarah, and their family
8. Describe the covenant motif as it is found in the story of Abraham

9. Discuss the difficult nature of the story of the binding of Isaac
10. Identify the significant role Abraham plays in Judaism, Christianity, and Islam
11. Discover what happened to the descendants of Abraham and Sarah in Canaan
12. Trace the recurring motif of separation and reconciliation in the family stories of Genesis
13. Discuss the significance of the surprising victory of the underdog of younger sons trumping elder sons

BIBLICAL READINGS

Genesis 1:1-2:25, Genesis 3-11, Genesis 11-23, Genesis 24-50

MAPS, TIMELINES, CHARTS

East Mediterranean area maps in various formats and from various historical Periods

Map of the descendants of Noah

Map of Abraham's Journey

Chronological timelines that show comparative dates

DIFFERENTIATION

Draw up a timeline of the events of *Genesis*

Find work of art that were influenced by *Genesis*

Discuss common English phrases and words related to *Genesis*

VOCABULARY

Abyss

Sabbath

Dominion

Eden

Original Sin

Tower of Babel

Chiasm

Plagues

Covenant

Qur'an

Monotheist

Birthright

Israel

RESOURCES

The Bible and Its Influence Chapters 2-5

"The Literary Influence of the Bible"

John Milton's *Paradise Lost*

Michelangelo's *The Creation of Adam*

Unit Three: Exodus and the Promise Land

THEMATIC SECTIONS

1. Out of Slavery
2. The Wilderness and the Law
3. The Promise Land

PURPOSE

Enslaved in Egypt the people of Israel were led to freedom by Moses. After wondering in the wilderness, the Israelites entered the land that God promise them

Specific Objectives

1. Discover what happened to the descendants of Joseph in Egypt
2. Identify Moses and describe his role as leader of the Israelites
3. Describe the epic events associated with the Israelites' departure from Egypt
4. Discuss the continuing influence of the theme of liberation as expressed in Exodus
5. Discover what happened to during the Israelites' time in the wilderness
6. Understand the significance of the Ten Commandments and the influence of the ideas of covenant, commandment, sacrifice, and sacred space
7. Summarize the larger body of ethical and religious laws in *Leviticus, Numbers, and Deuteronomy*
8. Discover the challenges faced by the Israelites in Canaan
9. Identify the biblical judges whose stories have become part of Western culture
10. Discuss the literary structures employed in *Judges*
11. Distinguish the characteristics and values reflected in biblical heroes and leaders

BIBLICAL READINGS

Exodus 1-15, Exodus 15-40, Leviticus 4, 11, 16, 19, 25, Numbers 11-14, 20, Deuteronomy 5-6, 24, 28-34, Joshua, Judges, I Samuel 1

MAPS, TIMELINES, CHARTS

East Mediterranean area maps in various formats and from various historical Periods

Chart of the Ten Plagues and how each corresponded to an Egyptian God

Chart of how the Law of Moses compared to the Code of Hammurabi

Chart of Jewish Festivals

Map of the Exodus

Map of the settlement of Canaan

Chart of the Judges and their activities

Chronological timelines that show comparative dates

DIFFERENTIATION

Draw up a timeline of the Exodus and the settlement of Canaan

Find work of art that were influenced by the Exodus story

Discuss common English phrases and words related the Exodus story

Discuss how the Exodus story influenced both the Abolition and Civil Rights Movement

Discuss how the literary theme first seen in the story of the Golden Calf repeats throughout the Old Testament

VOCABULARY

Exodus
Israelites
Land of milk and honey
Prophet
Ten plagues of Egypt
Passover
Haggadah
Mosaic Law
Manna
Mount Sinai
Decalogue
Ten Commandments
Natural Law
Ark of the Covenant
Holy of Holies
Rosh Hashanah
Yom Kippur
Shavuot
Sukkoth
Jubilee Year

RESOURCES

The Bible and Its Influence Chapters 6-8
“Exodus and Emancipation”
William Shakespeare’s *Hamlet*

Unit Four: Kingdom and Exile

THEMATIC SECTIONS

1. David the King
2. The Kingdom Falls

PURPOSE

The Kingdom of Israel was united under King Saul, David, and Solomon. But the kingdom split and the people were forced into exile as they disobeyed their covenant with God and ignored the warnings of the prophets

Specific Objectives

1. Read to understand how the Israelites understood themselves as a nation in need of a king
2. Identify key events and personalities of the account of David
3. Discuss the significance of the biblical Jerusalem as a national center
4. Read to discover what happened to the kingdom of Israel under David’s successors
5. Discuss the religious and political roles of the prophets Elijah and Elisha
6. Examine the causes of division that left Israel vulnerable to invasion

BIBLICAL READINGS

I Samuel, II Samuel, I Kings, II Kings

MAPS, TIMELINES, CHARTS

East Mediterranean area maps in various formats and from various historical Periods

Maps of Israel under King David, King Solomon, and the Divided Kingdoms

Chart of the Kings of Israel and King of Judah and their activities

Chronological timelines that show comparative dates

DIFFERENTIATION

Draw up a timeline of the both Israel and Judah

Find work of art that were influenced by David, Solomon, and the Divided Kingdoms

Discuss common English phrases and words related to David and Solomon

VOCABULARY

Goliath

Parable

Psalm

Providential Care

Jezebel

RESOURCES

The Bible and Its Influence Chapters 9-10

“Exile and Return”

Unit Five: The Prophets

THEMATIC SECTIONS

1. Warning and Comfort
2. Called to Account

PURPOSE

The literature of the prophets in Hebrew Scriptures includes messages of hope, comfort, warning, and justice

Specific Objectives

1. Describe the role of the Israelite prophet
2. Identify the literary styles and patterns of prophecies in the Hebrew Scriptures
3. Summarize the central accounts, themes, and messages of the books of Isaiah, Jeremiah, and Ezekiel
4. Summarize the messages of Hosea, Amos, Jonah, Micah, Haggai, Zechariah, and Malachi, with particular attention to metaphors the prophets use to describe the relationships of the individual, or the Jewish People, with God
5. Identify the key themes and images of *Jonah*
6. Explain how Amos and Micah are prophets of social accountability and justice

7. Understand the role of Haggai, Zechariah, and Malachi for the post-exilic Israelite community

BIBLICAL READINGS

Isaiah, Jeremiah, Lamentations, Ezekiel, Hosea, Amos, Jonah, Micah, Haggai, Zechariah, and Malachi

MAPS, TIMELINES, CHARTS

East Mediterranean area maps in various formats and from various historical Periods

Chronological timelines that show comparative dates

DIFFERENTIATION

Discuss how Isaiah 2:4 has influence individuals and groups dedicated to world peace (ex. United Nations)

Discuss how Amos influence Martin Luther King (ex. Letter from Birmingham Jail)

Find works of art that were influenced by the prophets

Discuss common English phrases and words related to the prophets

VOCABULARY

Seraphs

Prophet of Doom

Pagan

Minor Prophet

Day of the Lord

Mercy

RESOURCES

The Bible and Its Influence Chapters 11-12

“Thirst for Justice”

“Letter from Birmingham Jail”

Unit Six: Writing and Wisdom

THEMATIC SECTIONS

1. Songs and Poetry

2. Wisdom

3. The Problem of Suffering

PURPOSE

Biblical Writings or Ketuvim contain a wide variety of genres, including songs, prayers, poetry, wisdom literature, and a dramatic narrative

Specific Objectives

1. Study the literary techniques of Hebrew poetry

2. Learn different ways of categorizing psalms

3. Discover how the psalms have influenced Western art, music, and literature

4. Review the distinguishing characteristics of Hebrew wisdom literature

5. Discuss the practical messages and structure of *Proverbs*
6. Encounter the contrast of joy and sorrows of the human condition as outlined in *Ecclesiastes*
7. Understand the meaning of the *Song of Songs*
8. Explore the attempts to resolve the paradox that the existence of human suffering and tragedy pose the believers in a just God
9. Identify the themes, characters, plot, and familiar passages in *Job*
10. Trace the influence of *Job* on Western philosophy and literature

BIBLICAL READINGS

Psalms, Proverbs, Ecclesiastes, Song of Songs, Job

MAPS, TIMELINES, CHARTS

Chart showing the different types of psalms with examples

DIFFERENTIATION

Look at the Book of Psalms and see if you can determine the five divisions

Find works of art that were influenced by Wisdom Literature

Discuss common English phrases and words related to Wisdom Literature

VOCABULARY

Psalter

Elegies

Laments

Parallelism

Chiasm

Proverb

Cardinal Virtues

Deadly Sins

Vices

Prudence

Justice

Temperance

Fortitude

Pride

Envy

Anger

Lust

Sloth

Avarice

Gluttony

Sheol

Nihilism

Targum

Theodicy

Blasphemy

Commonwealth

RESOURCES

The Bible and Its Influence Chapters 13-15
“The Bible and Shakespeare”

Unit Seven: Narratives of Commitment

THEMATIC SECTIONS

1. Women of Valor
2. Visions of the Future
3. Renewed Commitment

PURPOSE

The Books of Ruth, Esther, Daniel, Ezra, and Nehemiah are narratives that show the commitment of those individuals to the Jewish people

Specific Objectives

1. Identify the key characters and events in *Ruth* and *Esther*
2. Summarize the attitudes toward Hebrew women in the Hebrew Scriptures
3. Explore the characteristics of apocalyptic literature
4. Identify key narratives, people, and symbols employed in *Daniel*
5. Discuss the influence of *Daniel* on Western culture

BIBLICAL READINGS

Ruth, Esther, Daniel, Ezra, and Nehemiah

MAPS, TIMELINES, CHARTS

East Mediterranean area maps in various formats and from various historical Periods

Chronological timelines that show comparative dates

DIFFERENTIATION

Discuss the influence of the Bible on the early movement for women’s rights in the United States

Find works of art that were influenced by Ruth, Esther, Daniel, Ezra, and Nehemiah

Discuss common English phrases and words related to Ruth, Esther, Daniel, Ezra, and Nehemiah

VOCABULARY

Gleaning
Levirate Marriage
Apocalyptic
Ancient of Days
Archangel
Scribe
Samaritans

RESOURCES

The Bible and Its Influence Chapters 16-18

Unit Eight: Another Covenant

THEMATIC SECTIONS

1. Introduction to the New Testament
2. The Apocrypha

PURPOSE

The Christian Scriptures include a New Testament that describes another covenant God made through Jesus. Besides the Hebrew scriptures, the Christian Old Testament, some bibles include other Jewish texts (The Apocrypha)

Specific Objectives

1. Describe how the Hebrew Bible is an essential part of the Christian Bible
2. Summarize how and when the New Testament was formed
3. Gain an understanding of the content and makeup of the New Testament
4. Appreciate how the gospel is a unique literary genre

BIBLICAL READINGS

Matthew, Mark, Luke, John

MAPS, TIMELINES, CHARTS

East Mediterranean area maps in various formats and from various historical Periods

Chronological timelines that show comparative dates

Chart showing how each gospel differs in terms of audience, style, date written, and overall theme

DIFFERENTIATION

Discuss why the Apocrypha is not found in some Christian Bibles

Find works of art that were influenced by the Apocrypha

Discuss common English phrases and words related to the Apocrypha

VOCABULARY

Midrash

Polemic

Gnostics

Gospel

Septuagint

Apocrypha

Deuterocanonical

Martyr

Hanukkah

Menorah

RESOURCES

The Bible and Its Influence Chapters 19-20

Excerpts from the Apocrypha books of I & II Maccabees, Tobit, Judith, and Daniel 13

“A Summary of Literary Genres in the Bible”

Unit Nine: The Four Gospels

THEMATIC SECTIONS

1. Mark
2. Mathew
3. Luke
4. John

PURPOSE

The Gospels of Matthew, Mark, Luke, and John are narratives of Jesus’ life and teachings

Specific Objectives

1. Identify the main themes, first audience, and key events and people of the Gospel of Mark
2. Learn about the unique characteristics of Mark’s gospel
3. Discover some examples of the influence of the Gospel of Mark on Western culture
4. Identify the main themes, first audience, and key events and people of the Gospel of Matthew
5. Learn how the Gospel of Matthew draws on the Hebrew Scriptures
6. Discover some ways in which the Gospel of Matthew has influenced Western culture
7. Identify the main themes, first audience, and key events and people of the Gospel of Luke
8. Describe the ways in which the Gospel of Luke extends Jesus’ message beyond the Christian community
9. Discuss some ways in which the Gospel of Luke has influenced Western culture
10. Identify the main themes, first audience, and key events and people of the Gospel of John
11. Describe ways in which the Gospel of John is a unique gospel
12. Name some examples of how Gospel of John influenced Western culture

BIBLICAL READINGS

Matthew, Mark, Luke, John

MAPS, TIMELINES, CHARTS

East Mediterranean area maps in various formats and from various historical Periods

Chart showing how each gospel differs in terms of audience, style, date written, and overall theme

Chronological timelines that show comparative dates

DIFFERENTIATION

Discuss how the idea of crucifixion has influenced Christianity and Western culture

Discuss the impact The Sermon on the Mount has had on Western culture

Find works of art that were influenced by the Gospels

Discuss common English phrases and words related to the Gospels

VOCABULARY

Pericopes

Exorcism
Blasphemy
Disciples
Nature Miracles
Intercalation
Typology
Infancy Narrative
Fulfillment Citation
Virgin Birth

RESOURCES

The Bible and Its Influence Chapters 21-24
“Parables of Mercy”
Abraham Lincoln’s “House Divided” Speech
Leonardo da Vinci’s *The Last Supper*
Ronald Reagan’s “A Vision for America” Speech

Unit Ten: The Early Christian Community

THEMATIC SECTIONS

1. The Birth of the Church
2. The Church Grows
3. The Journeys of Paul

PURPOSE

The Acts of the Apostles is a narrative about the early Christian community-how it was formed and the issues that united and divided it

Specific Objectives

1. Identify the main theme of the *Acts of the Apostles*
2. Discover how the accounts of the *Acts of the Apostles* mirror the accounts of Jesus in the gospels
3. Understand the role of Peter and the other Apostles in the formation of the Christian Community
4. Discover how Philip and the other apostles worked to spread the Christian Community throughout Judea and Samaria
5. Learn the accounts of the events of surrounding the conversion of Saul
6. See how *Acts* shows a growing independence of the new Christian community from the Jewish community
7. Discover how Paul carried the message of the gospel beyond Jerusalem in his three missionary journeys
8. Identify the key centers of early Christianity
9. Learn how the final section of Acts shows how the new Christian community began to separate itself from Judaism

BIBLICAL READINGS

Acts 1-7, Acts 8-12, Acts 13-28

MAPS, TIMELINES, CHARTS

East Mediterranean area maps in various formats and from various historical Periods

Map of the Journeys of Paul

Chronological timelines that show comparative dates

DIFFERENTIATION

Make a chart showing the key details of the three missionary journeys of Paul

Find works of art that were influenced by the Book of Acts

Discuss common English phrases and words related to Book of Acts

VOCABULARY

Ascension

Pentecost

Hellenist

Deacons

Ordained

Sect

Eunuch

Conversion

Church Councils

Areopagus

RESOURCES

The Bible and Its Influence Chapters 25-27

“A Death with Meaning”

Unit Eleven: The Letters of Paul

THEMATIC SECTIONS

1. Grace and Faith
2. The Power of Love
3. The Christian Community
4. Social Order

PURPOSE

Paul's letters to the Romans and his letters to Christian Churches around the Mediterranean focused on key principles of Christianity

Specific Objectives

1. Review the characteristics of the letter as a biblical genre
2. Identify the main themes and initial audience of the Letter to the Romans
3. Analyze the Letter to the Romans as an example of rhetoric
4. Describe the ways in which *Romans* makes references to the Hebrew Scriptures
5. Discuss the influence of *Romans* on Western culture

6. Identify the main themes and initial audience of the letters to the Corinthians, Galatians, and Ephesians
7. Discuss the influence of *I & II Corinthians*, *Galatians*, and *Ephesians* on Western culture
8. Identify the main themes and initial audience of the letters to the Philippians, Colossians, and Thessalonians
9. Discover the basic literary structure of *Philippians*, *Colossians*, and *I & II Thessalonians*
10. Discuss the influence of *Philippians*, *Colossians*, and *I & II Thessalonians* on Western culture
11. Identify the main themes and initial audience of the letters to the Timothy and Philemon
12. Learn the basic literary structure of *I & II Timothy* and *Philemon*
13. Discuss the influence of *I & II Timothy* and *Philemon* on Western culture

BIBLICAL READINGS

Romans, I & II Corinthians, Galatians, Ephesians, Philippians, Colossians, I & II Thessalonians, I & II Timothy, Philemon

MAPS, TIMELINES, CHARTS

East Mediterranean area maps in various formats and from various historical Periods

DIFFERENTIATION

Find works of art that were influenced by the Letters of Paul

Discuss common English phrases and words related to the Letters of Paul

VOCABULARY

Diatribes

Apostle

Salvation

Natural Law

Great Awakening

Original Sin

Eucharist

Apology

Church

Cults

Mystery Religions

Apocalyptic

Bishops

House Church

RESOURCES

The Bible and Its Influence Chapters 28-31

“Augustine”

Unit Twelve: Other Letters

THEMATIC SECTIONS

1. The Fulfilment
2. General Letters

PURPOSE

The letters to the Hebrews and letters written by James, Peter, and John give instructions to early Christians on how to live in the Christian community

Specific Objectives

1. Identify the main themes and initial audience of the Letter to the Hebrews
2. Learn the structure and the argument of the Letter to the Hebrews
3. Discuss the influence of *Hebrews* on Western culture
4. Identify the main themes and initial audience of *James, I & II Peter, and I John*
5. Examine the structure and the content of *James, I & II Peter, and I John*
6. Discuss the influence of *James, I & II Peter, and I John* on literature and culture

BIBLICAL READINGS

Hebrews, James, I & II Peter, I John

MAPS, TIMELINES, CHARTS

East Mediterranean area maps in various formats and from various historical Periods

Chronological timelines that show comparative dates

DIFFERENTIATION

Find works of art that were influenced by the General Letters

Discuss common English phrases and words related to the General Letters

VOCABULARY

Priest

High Priest

Tithe

Eschatological

Righteous

Righteousness

RESOURCES

The Bible and Its Influence Chapters 32-33

“The Legacy of the Reformation”

Unit Thirteen: Revelation

THEMATIC SECTIONS

1. Crisis and Persecution
2. A Great Battle
3. A New Jerusalem

PURPOSE

The Book of Revelation was written during a time of persecution of Christians as a means to inspire them and give them hope through descriptions of good defeating evil and the triumph of God's Kingdom

Specific Objectives

1. Identify the situation faced by the Christian community at the beginning of *Revelation*
2. Review the characteristics of biblical apocalyptic literature
3. Describe the key events and images in the first part of *Revelation*
4. Identify the key events and images in the middle section of *Revelation*
5. Describe the varying perspectives held by Christians with regard to the message of *Revelation*
6. Discuss the influence of the central section of *Revelation* on Western culture
7. Read to discover John's vision of the world to come
8. Identify the key events and images in the last section of *Revelation*
9. Discuss the influence of the last section of *Revelation* on Western culture

BIBLICAL READINGS

Revelation

MAPS, TIMELINES, CHARTS

East Mediterranean area maps in various formats and from various historical Periods

Chronological timelines that show comparative dates

DIFFERENTIATION

Find works of art that were influenced by *Revelation*

Discuss common English phrases and words related to *Revelation*

VOCABULARY

Four Horsemen of the Apocalypse

The Beast

The Mark of the Beast

Armageddon

Millennium

New Jerusalem

Maranatha

RESOURCES

The Bible and Its Influence Chapters 34-36

“Dante's Purgatorio”