

## The Social Sciences and the Bible

The Historical Study of the Bible course is an in depth study of the history of the peoples of the Bible and the societies that developed during the periods of history of the Bible, and an evaluation of how the Bible and its history influenced modern society in the United States. Thus, students will gain a deeper understanding of the ancient world and its connections to the modern world through the lessons of this course. Primarily, this course will be taught through a geographical lens, focusing on the human geography of the people of the Bible and the spread of its teachings. This course will emphasize the ability to analyze key events by interpreting and creating timelines that connect the events to their causes and their significance in relation to change over time. They will then generate maps to reflect, develop and defend arguments relating to the significance of people, societies, and the Bible itself to modern day America as well as other societies throughout the history of the world. Student arguments will be organized and adapted through a research paper project.

### I. Course Outline

Unit	Current Arkansas SS Standards Alignment	Timeframe	Assessments/Activities	Big Idea	Essential Questions	Core Texts
Introduction to Study About the Bible	Era6.1.WH.7 Era6.1.WH.8 Era8.3.WH.4 WSP.1.G.1, WSP.1.G.2, WSP.1.G.4 HS.5.G.1 PR.3.G.2	3 Weeks	<ul style="list-style-type: none"> <li>Translations timeline</li> <li>Intro to the Bible- variations comparisons</li> <li>Periods of Hebrew History outline</li> <li>Divisions of the Bible</li> <li>Map evaluation and creation</li> </ul>	<ul style="list-style-type: none"> <li>Significance of the Bible in history as a document</li> </ul>	<ul style="list-style-type: none"> <li>Why study the Bible in terms of history?</li> </ul>	<ul style="list-style-type: none"> <li><i>Sample excerpts from various historical Bible translations</i></li> <li><i>The Bible in History and Literature</i></li> <li><a href="http://www.biblestudy.org/maps/">http://www.biblestudy.org/maps/</a></li> <li><a href="http://www.pbslearningmedia.org/">http://www.pbslearningmedia.org/</a></li> </ul>
Objectives: Students will be able to (SWBAT) examine excerpts of various translations of the Bible, including the Septuagint, Dead Sea Scrolls, and modern translations to evaluate modern thinking in relation to the Ancient peoples of the Bible while comparing the translations for credibility as a historical record. SWBAT analyze a series of maps to determine the significance of the Bible throughout world history by evaluating the spread of Christianity, conflicts with other regional and world religions, and other problems/conflicts that can be attributed to the physical landscape itself. Students will also explore the Bible to identify its divisions and outline the periods of Hebrew history contained in it.						
History of the Hebrews: Beginnings- Abraham	WSP.1.G.1 WSP.1.G.2 WSP.1.G.4 HS.4.G.3 HS.5.G.1 HS.5.G.3 HS.6.G.2 ES.7.G.3 SS.4.S.2	3 Weeks	<ul style="list-style-type: none"> <li>Pre-Abraham historical timeline</li> <li>Map evaluation</li> <li>Great Flood comparison research</li> <li>Language groups and dispersal</li> </ul>	<ul style="list-style-type: none"> <li>Biblical explanations for creation, worldwide flooding, and development of languages</li> </ul>	<ul style="list-style-type: none"> <li>What are the cultural impacts of the Biblical accounts recorded in Genesis?</li> </ul>	<ul style="list-style-type: none"> <li><i>Various translations of the Bible (Genesis 1-25)</i> <ul style="list-style-type: none"> <li><i>The Bible in History and Literature</i></li> </ul> </li> <li><i>The Bible As/In Literature</i></li> <li><a href="http://www.biblestudy.org/maps/">http://www.biblestudy.org/maps/</a></li> </ul>
Objectives: SWBAT outline key historical events as detailed in the book of Genesis and identify key events in the book that explain cultural and natural phenomena such as language differences and world wide flooding as well the causes migration and the cultural changes that resulted. Students will compare various accounts of the great flood by researching flood stories from other cultures. Further, students will evaluate the significance of such stories in relation to the development of Jewish law and custom.						
History of the Hebrews: The Patriarchs, Isaac - Captivity	Era9.4.WH.1 HS.4.G.2 HS.4.G.3 HS.4.G.4 HS.5.G.1 HS.5.G.3	2 Weeks	<ul style="list-style-type: none"> <li>Hebrew Patriarchs historical timeline</li> <li>Name meanings study</li> <li>History of birthright</li> <li>Egyptian map study</li> </ul>	<ul style="list-style-type: none"> <li>Push-pull factors for Hebrew migration</li> <li>Cultural hierarchy based on lineage</li> </ul>	<ul style="list-style-type: none"> <li>How do cultural factors such as lineage and birthright cause friction within a society?</li> </ul>	<ul style="list-style-type: none"> <li><i>Various translations of the Bible (Genesis 25-50)</i></li> <li><a href="http://www.biblestudy.org/maps/">http://www.biblestudy.org/maps/</a></li> <li><i>various world history textbooks</i></li> </ul>

*Objectives: SWBAT explain the role the Biblical account of the Abrahamic Covenant and the system of inheritance creates divisions both within a society and conflicts with other regional cultures. Key will be a focus on the establishment of Israel as a nation-state following WWII and the role the Biblical account recorded in Genesis laid the foundation for that action. The creation and analysis of maps will reinforce the role migration plays in changes in demographics, the push-pull factors of migration, and the impact migration has on a society.*

Hebrew History: Moses	CD.3.AAH.3 HS.4.G.2 HS.4.G.3 HS.4.G.4 HS.5.G.3 PR.3.G.2 ES.7.G.3 SI.6.S.1	3 Weeks	<ul style="list-style-type: none"> <li>Life of Moses poster</li> <li>Egyptian Pharaoh comparison biographical essay</li> <li>Negro Spirituals comparisons</li> <li>Exodus map creation</li> <li>Red Sea depth analysis</li> <li>Passover cultural event</li> </ul>	<ul style="list-style-type: none"> <li>Consequences of slavery and rebellion</li> <li>Foundations of Jewish holidays and rituals</li> </ul>	<ul style="list-style-type: none"> <li>How do societal factors such as social standing affect perceptions such as ability to lead?</li> </ul>	<ul style="list-style-type: none"> <li>Various translations of the Bible (Exodus 1-19)</li> <li>Negro Spirituals</li> </ul>
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*Objectives: SWBAT draw comparisons between the Exodus of Israel to American slaves of the 18th and 19th centuries. Following and mapping the Exodus, students will evaluate push/pull and the societal impact of migration, Students will also analyze the life of Moses and Pharaohs and relate their experiences to social stratification and perceptions of leadership.*

Unit	Standards	Timeframe	Assessments/ Activities	Big Idea	Essential Questions	Core Texts
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Mosaic Law	Era7.2.WH.2 Era7.2.WH.3 CPI.1.C.1 CPI.1.C.2	2 Weeks	<ul style="list-style-type: none"> <li>U.S. Law comparison</li> <li>Ideology debate</li> </ul>	<ul style="list-style-type: none"> <li>Foundations of authority and law</li> </ul>	<ul style="list-style-type: none"> <li>From where does authority come?</li> <li>How does the source of authority determine law?</li> </ul>	<ul style="list-style-type: none"> <li>Various translations of the Bible (Exodus 20-40)</li> <li>The Civil and Criminal Laws of the State of Kentucky</li> </ul>
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*Objectives: SWBAT compare excerpts of the Mosaic law, including the Ten Commandments, with modern law to state ideological justifications for a vested authority and draw connections between the foundations of modern systems and the Bible. Students will debate various positions based on their review and understanding of the provided texts and personal research.*

Hebrew History: The Jewish Nation	HS.4.G.4 HS.6.G.2 SS.3.S.2 SS.4.S.1 SS.4.S.3	2 Weeks	<ul style="list-style-type: none"> <li>Leadership comparison</li> <li>Hebrew celebrations chart</li> <li>Hebrew historical timeline: Moses- Joshua</li> <li>12 Tribes organizational chart</li> <li>American holiday comparison</li> </ul>	<ul style="list-style-type: none"> <li>Cultural Identity is often displayed through religious and legal customs</li> </ul>	<ul style="list-style-type: none"> <li>How are the historical events in Hebrew history visible in the customs of the nation</li> </ul>	<ul style="list-style-type: none"> <li>Various Translations of the Bible (Leviticus and Numbers)</li> <li><a href="http://www.biblestudy.org/maps/">http://www.biblestudy.org/maps/</a></li> </ul>
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*Objectives: SWBAT argue the benefits of regional settlement based available resources and determine the effects of migration on the distribution of the twelve tribes. Students will evaluate key events and correlate them with customs within the Jewish culture as well as identify social structure based on tribal lineage. Students will compare events detailed in the biblical text to events in modern U.S. history that have been commemorated as holidays.*

Hebrew History: The Judges	HS.6.G.2 PR.3.G.2 SS.4.S.2 SS.4.S.3	1 Week	<ul style="list-style-type: none"> <li>Interactive migration map: Egypt to Israel</li> <li>Battle map sand tables</li> <li>Role of Women exercise</li> </ul>	<ul style="list-style-type: none"> <li>Acquisition of land through war</li> </ul>	<ul style="list-style-type: none"> <li>What physical attributes of land make it desirable for settlement?</li> </ul>	<ul style="list-style-type: none"> <li>Various translations of the Bible (Deuteronomy, Joshua, Judges)</li> <li>The Bible as/in Literature</li> <li><a href="http://www.biblestudy.org/maps/">http://www.biblestudy.org/maps/</a></li> </ul>
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*Objectives: SWBAT identify benefits of particular land regions controlled by Israel during the period of the Judges and explain the reason for conflict based on those geographic features. Students will also evaluate the significance of Deborah as the only female Judge and the challenges presented in that situation and compare to the role of women in modern society.*

Hebrew History: The Kings and the Prophets	HS.4.G.2 HS.4.G.3 HS.6.G.2 CPI.1.C.1 CPI.1.C.2	4 Weeks	<ul style="list-style-type: none"> <li>Kings/prophets comparison essay</li> <li>Kings and Prophets outline</li> <li>Historical timeline of the Kingdom period</li> </ul>	<ul style="list-style-type: none"> <li>Attributes of effective leadership</li> </ul>	<ul style="list-style-type: none"> <li>What common attributes did the most effective Kings of Israel have?</li> </ul>	<ul style="list-style-type: none"> <li>Various translations of the Bible (Selected readings from various books including the major and minor prophets, I &amp; II Kings, I &amp; II Chronicles)</li> </ul>
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	PR.3.G.2 WSP.1.G.1		<ul style="list-style-type: none"> <li>• Research Paper</li> </ul>			<ul style="list-style-type: none"> <li>• <a href="http://www.biblestudy.org/maps/">http://www.biblestudy.org/maps/</a></li> </ul>
<p><i>Objectives: SWBAT analyze the purposes for establishing a monarchical form of government as well as how and why Israel divided into two nations during the kingdom period and the results of that division as it relates to invasion, captivity, and return,</i></p>						

Unit	Standards	Timeframe	Assessments/ Activities	Big Idea	Essential Questions	Core Texts
Archeology: The Old Testament and the Intertestamental Period	Era9.4.WH.8 WSP.1.G.1 WSP.1.G.4 WSP.2.G.1 WSP.2.G.2 WSP.2.G.3 CPI.1.C.1 CPI.1.C.2 SS.4.S.1	3 Weeks	<ul style="list-style-type: none"> <li>• Dead Sea Scroll examination</li> <li>• Intertestamental world history timeline</li> <li>• Examination of the Septuagint</li> <li>• Chanukah mini research project</li> <li>• Examination of the Apocrypha</li> <li>• Interactive map creation</li> </ul>	World history accounts for the period though it is not recorded in the Bible	How did the rise of the Empires of Greece and Rome affect the nation of Israel?	<ul style="list-style-type: none"> <li>• God and Empire video</li> <li>• Various world history textbooks</li> <li>• Web based research</li> <li>• <i>The Bible Reader: An Interfaith Interpretation</i></li> <li>• <i>Between the Testaments</i></li> <li>• <i>The Bible in History and Literature</i></li> </ul>

*Objectives: SWBAT analyze archeological evidence of the history of the Jewish people not detailed in the Bible during the intertestamental period and evaluate the significance of the rise of the Greek and Roman Empires. Students will create maps that show the change in demographics and language during the period. Students will explain how political ideology furthered the goals of governments of the era. Students will also detail one religious holiday that is commonly celebrated by modern Jews that celebrates an event of the era.*

Introduction to the New Testament	WSP.1.G.1 WSP.2.G.1 WSP.2.G.2 WSP.2.G.3 SR.5.S.4	2 weeks	<ul style="list-style-type: none"> <li>• New Testament divisions outline</li> <li>• Map study</li> <li>• Word study</li> <li>• New Testament Leaders Chart</li> </ul>	The nation of Israel's semi-autonomous relationship with Rome created a system ripe for rebellion	How did the division of authority during the Roman occupation create conflict within Jewish Society?	<ul style="list-style-type: none"> <li>• <i>Various translations of the Bible (New Testament)</i></li> <li>• <i>The Bible in History and Literature</i></li> </ul>
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*Objectives: SWBAT investigate the political relationships between the Jews and the Romans during the life of Jesus using maps of the Roman Empire. Students will also conduct a word study of unfamiliar terms to prepare for further examination of the Jewish religious and political hierarchy.*

The Gospels	Era7.2.WH.10 Era10.8.USH.3 CPI.1.C.1 CPI.1.C.2	3 Weeks	<ul style="list-style-type: none"> <li>• Biography comparison chart</li> <li>• Gospels Comparison</li> <li>• Gospel Writers examination (scholarly sources)</li> <li>• Sermon on the Mount vs. Old Testament Law</li> <li>• Religion vs. Law in the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus's teachings vs. Jewish Law</li> </ul>	<ul style="list-style-type: none"> <li>• How did the life and of Jesus challenge the authority of the Jewish leaders?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Various translations of the Bible (Matthew, Mark, Luke, John)</i> <ul style="list-style-type: none"> <li>• <i>The Bible in History and Literature</i></li> </ul> </li> <li>• <i>The Bible As/In Literature</i></li> </ul>
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*Objectives: SWBAT compare the four Gospels and outline the events recorded in them. The writers' lives will be examined to identify the significance of the individuals and their relationship to Jesus. Students will then evaluate the implication Jesus' teachings had on Jewish religious and political leaders and the law. Students will then compare those conflicts with how the religious teachings of Christianity today often conflict with modern law.*

The Beginnings of the Church Age	Era6.1.WH.1 Era6.1.WH.3 HS.4.G.2 HS.4.G.3 HS.4.G.4 HS.5.G.1 HS.5.G.3 HS.6.G.1	3 Weeks	<ul style="list-style-type: none"> <li>• Early Church Digital Maps</li> <li>• 1st Century C.E. digital timelines</li> <li>• History of Christian persecution chart</li> <li>• Christianity and Rome: Empire and the Fall</li> <li>• Christianity, Europe, and the New World</li> </ul>	<ul style="list-style-type: none"> <li>• The spread of Christianity throughout the known world</li> </ul>	<ul style="list-style-type: none"> <li>• What roles did geography and government play in the spread of Christianity in the early church period and beyond?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Various translations of the Bible (Acts)</i></li> <li>• <i>The Bible As/In Literature</i></li> <li>• World history textbooks</li> <li>• <i>The Book: A History of the Bible</i></li> <li>• <i>The Bible Reader: An Interfaith Interpretation</i> <ul style="list-style-type: none"> <li>• <a href="http://www.biblestudy.org/maps/">http://www.biblestudy.org/maps/</a></li> <li>• Video- <i>When God Spoke English</i></li> </ul> </li> </ul>
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*Objectives: SWBAT examine the significance of key events of the 1st Century C.E. and map changes associated with those events. Further, students will examine how the Bible came to be and the role it played in the development of the New World through the digital timeline.*

Unit	Standards	Timeframe	Assessments/Activities	Big Idea	Essential Questions	Core Texts
The Bible in American History	Era6.1.WH.1 Era6.1.WH.3 Era7.2.WH.1 Era7.2.WH.2 Era7.2.WH.3 Era7.2.WH.10 WSP.1.G.1 WSP.1.G.3 WSP.1.G.4 PP.1.USG.1 PP.1.USG.2 PP.2.USG.1 PP.2.USG.3 SC.3.USG.2 IACP.7.USG.1 IACP.7.USG.3 IACP.7.USG.3 IACP.7.USG.4 IACP.8.USG.3	4 Weeks	<ul style="list-style-type: none"> <li>• Colonial religious map study</li> <li>• Christianity and the United States timeline</li> <li>• Final digital map</li> <li>• First Amendment analysis and debate</li> <li>• "What did the Court say?" web-quest</li> </ul>	<ul style="list-style-type: none"> <li>• The Bible's influence in the creation of American institutions and Law</li> </ul>	How are key precepts from the Bible displayed in the United States' foundational documents, law, and symbols?	<ul style="list-style-type: none"> <li>• <i>The Bible in History and Literature</i></li> <li>• U.S. foundational documents (Declaration of Independence, Constitution, Articles of Confederation, various Supreme Court decisions, etc.)</li> <li>• Various primary sources from the Colonial Period</li> </ul>

*Objectives: SWBAT explore the role of the Bible and its effects on the Age of Exploration, particularly the colonization period of the United States. The link between biblical teaching and the establishment of the U.S. government will be examined so that students can construct arguments debating the meaning of the first amendment, its modern application, and debate those ideas in class. These arguments will be based on student research of the foundational documents as well as the several Supreme Court rulings relating to the establishment and free exercise clauses.*

### Ongoing Throughout the Year:

The Bible in Literature and Art

★ Students will examine related art and literature throughout the year, integrated into the course content to examine the significance of the Bible in terms of culture. Students will analyze themes from various works and compare to the Bible for interpretation and accuracy. Such works will include, but are not limited to, Sistine Chapel, The Thinker, modern movies and television depictions of Biblical events, music including famous hymns, etc.