Literary Techniques:

The following literary techniques are introduced in sequence at various points in the year, and then reviewed and practiced as the year progresses. Understanding how formal techniques of literature are used by an author to present his or her content in a particular way involves use of the fourth level or sixth level of cognitive tasks in Bloom's taxonomy, and involves cross-curricular integration as the same sort of questions are asked in Literature class as well.

For each technique below, the number in parenthesis constitutes the class in which the technique is introduced (the first time we reach it in our reading of the text). Each one is reviewed multiple times afterwards.

1. Parable (2)
2. Metaphor (2)
3. Simile (2)
4. Leitwort (2) – the repeated use of a non-typical word in a section for the purpose of conveying a theme.
5. Biblical Parallelism (4) – the poetic technique used in the Bible where an idea is presented twice, in two consecutive phrases, using different words.
6. Irony (4)
7. Use of Structure (6) – the decision to arrange the text of a large passage in a stylized way, often using a repeated refrain or chorus to divide the large text into subsections.
8. Personification (11)
9. Selection of Genre (11) – the author's decision to write using a particular genre (such as poetry, prose, etc.) instead of another.
10. Alliteration (11)
11. Pun (11)
12. Word Choice (14) – the author's decision to use one particular word, when another, more common word may have been more appropriate.
13. Chiasmus (14) – the organization of the content of the text in an "abba" structure.
14. Metonymy (18)
15. Deviation from the Expectations of the Genre (20)
16. Symbolism (21)
17. Allusion (24)
18. Direct Reference (24) – in contrast to Allusion, making explicit reference to a different text known to the author and the reader.
19. Imagery (31)

The identification of literary techniques, as applied to chapter 11, versus 6-10 (class 34), appears below. The three uses of <u>Chiasmus</u> are marked-off with boxes, where the verb and nouns in each verse follow an abba format. The <u>Simile</u> in the last line of the final verse is marked with a double underline. The section is also replete with powerful and memorable <u>imagery</u>.

<u>B.P.</u>	And he will live, the fox with the lamb, and the leopard with the baby goat will rest;

Word Choice: Young lion, Little child, Calf Possible Allusion to Garden of Eden	and the calf and the young lion and the fattened animal; and a little child shall guide them. And the cow and the bear shall graze; together they will lie down, their young ones; and the lion like the cattle will eat straw. And he will play the nursing-child on the hole of the snake, And by the cave of the viper, the weaned child shall put his hand. They will not hurt nor destroy in all My holy mountain; for the earth shall be full of the knowledge of Hashem, as the waters cover the sea.

Genre

Considering the options of genre the author could have used, analyzing the reasons he or she chose one over another, knowing the expectations of the genre, evaluating whether those expectations were met, and synthesizing larger ideas about the work based on selection of and deviation from genre involve the higher levels of Bloom's taxonomy. Each lesson, we consider what genre the author uses, from the series of choices:

A. Legislative Passages (1)
B. Historical Narrative (1)
C. Biblical Poetry (3)
D. King Biography (7) – the highly stylized conventional form used by the prophets to present the basic biographical details of a king's life and reign.
E. Riv (11) – the Biblical Genre in which the speaker poses for the listener an apparently one sided court case, asking the listener to judge the case, for the purpose of applying a lesson to their own lives.
F. Thanksgiving Psalm (43) – the specific seven-part genre of a Thanksgiving Psalm or Poem, which includes introduction, complaint, petition, confidence, salvation, temple-offering and prophetic response.

Writing Prompts:

Every few classes, the learners are given the opportunity to engage in independent practice of the tools of analysis by analyzing the text on their own, and writing reflections, evaluations, or applications based off of the text. In the attached curriculum guide, the eight writing opportunities are marked in gray, and are evenly spaced across the year.

As part of the integration of this course with English, students are asked to use different styles of writing each time, to also be able to practice their writing as well.

Prompt #1 (lesson 3): The Learner will use persuasive writing in crafting an argument to evaluate the reasons why the genre of Biblical Poetry uses Biblical Parallelism as a formal element used to convey the content. What is to be gained by repeating the same thing twice in different words? What effect would this have on the listeners or the readers of the text?

Prompt #2 (class 8): The Learner will use third person narrative writing to synthesize the ideas in Chapters 3 and 4 in order to describe the life of the wealthy class during the time of King Uziyahu. What would an average day have looked like? How did they spend their time?

Prompt #3 (class 13): The Learner will use descriptive writing to apply the poetic description of crimes in Chapter 5 to modern day equivalents. Using descriptive writing, consider the same type of flaws and crimes, and depict how those crimes might look today.

Prompt #4 (class 19): The learner will use expository writing to evaluate the different possible rebellions that the text may be referring to in chapter 8. For each possible rebellion, describe how you know this rebellion took place, and cite evidence from the text why this rebellion is the most likely one to be the focus of this chapter.

Prompt #5 (class 30): The learner will use descriptive writing to demonstrate comprehension of the scene of the motivators and de-motivators in chapter 36. Discuss how the senses of hearing, sight, and smell were all impacted during the speeches. How did the people feel?

Prompt #6 (class 35): The learner will use first person narrative writing to synthesize the ideas in chapter 22 about life during the siege. Your response can take the form of a diary entry, but it should capture everyday life for the individual living under the great siege of Jerusalem.

Prompt #7 (class 44) The Learner will use persuasive writing in crafting an argument to evaluate Chizkiyahu's choices around family, marriage and children, and his resultant relationship with his progeny. Make sure to make a judgment where you evaluate his choices and determine if they were appropriate or not.

Prompt #8 (class 53): The Learner will use expository writing in evaluating the different perspectives that different literary cultures take towards Paganism. Consider your reading of the Iliad and Odyssey last year in your response, (and your comprehension of Chapters 40 and 44) while you consider similarities and differences.

Comparative Literature Prompts

At its core, the study of literature is the study of humanity: the challenges, character flaws, choices, losses and betrayals, victories and successes that face people, and how those people process and respond to those events. Much as the study of Navi consists of the study of how Biblical figures responded to those moments, the study of secular literature is the study of fictional characters might respond to those very same moments.

Below is a non-exhaustive list of examples where students are asked to compare the way different literary figures – in secular fiction and in the Bible - faced similar moments.

Class Four – Compare the metaphor of "Your hands are filled with blood" with Lady Macbeth's attempts at washing the blood off in *Macbeth*. Are the images the same or different? Does the criminal demonstrate the same emotion in the two scenarios?

Class Nine – What are the literary responses to a culture of excess? How does the description of the culture at the time of Amos relate to the depiction in *The Great Gatsby?* What changes to that environment are suggested by the two authors?

Class Twelve – what are the different types of rebellions and assassinations that can befall a ruler? What are some of the underlying causes? Do they come from inside the country or outside of it? How does the scenario in *Julius Cesar* resemble the rebellion of Pekach more than the rebellion of Shalum?

Class Twenty-seven & eight. As a parable that captures the relationship between G-d and the Jewish people, Hoshea describes the complex emotions of love and betrayal felt simultaneously by the husband betrayed by his spouse, and his oscillation between different possible responses. Contrast this with the feelings of Clytemnestra in the *Orestia*, who also faces the incomparable betrayal of a former spouse.

Class Thirty-three – Great pride often comes before a fall, and the many boasts of Sancherev demonstrate his great pride and are coupled with predictions that he will soon be defeated. How does the reader experience the juxtaposition of his pride and failure in the Navi? Is the effect the same or different form the poem "Ozymandias"?

Class Forty-three – Consider the experiences of the thirty-nine year old Chizkiyahu and the thirty-five year old Dante, who both contemplate the loss of meaning in their own lives and descent into the underworld. What motivates the two of them to change? In what way do they change?

Class Forty-Eight – How does Yeshayahu feel about the failure of his prophetic mission? Compare and Contrast with the feeling of the Romantics after the failure of the French Revolution with the closing prophecies of the book of Yeshayahu.

Class Fifty-three - The Learner will use expository writing in evaluating the different perspectives that different literary cultures take towards Paganism. Consider your reading of the *Iliad* and *Odyssey* last year in your response, and your comprehension of Chapters 40 and 44 while you consider similarities and differences.