

## THE FERTILE CRESCENT

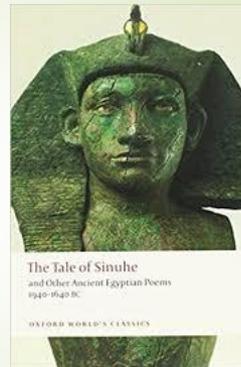
- SENIOR DIVISION ENGLISH STUDY GUIDE FOR 2018-2019 SUPER BOWL

## I. MESOPOTAMIA – THE EPIC OF GILGAMESH



## II. EGYPT

### A. "THE TALE OF SINUHE"



## II. EGYPT

### B. "THE TALE OF THE SHIPWRECKED SAILOR"



Both stories are available online:

- "The Tale of Sinuhe"  
[http://wsrp.usc.edu/information/REL499\\_2011/Sinuhe.pdf](http://wsrp.usc.edu/information/REL499_2011/Sinuhe.pdf)
- "The Tale of the Shipwrecked Sailor"  
<https://www.ancient.eu/article/180/the-tale-of-the-shipwrecked-sailor-an-egyptian-epi/>

### III. ISRAEL

#### A. PSALM 1



1 אֲשֶׁר־הָאִישׁ אֲשֶׁר לֹא הֵלֵךְ בְּעֵצַת רְשָׁעִים  
וּבְדֶרֶךְ חַטָּאִים לֹא עָמַד וּבְמוֹשָׁב לַצִּדִּים לֹא יָשָׁב:  
2 כִּי אִם בְּחֹרֶת יְהוָה הִפְעֹז וּבְחֹרֶתוֹ יִהְיֶה יוֹסֵם וְלִילָה:  
3 וְהָיָה כְּעֵץ שְׂחֹל עַל־פְּלִי כוֹס אֲשֶׁר פָּרְיוֹ יִתֵּן בְּעֵתוֹ  
וְעֵלְהוּ לֹא־יִבּוֹל וְכֹל אֲשֶׁר־יַעֲשֶׂה יִצְלִיחַ:  
4 לֹא־יִכַן הַרְשָׁעִים כִּי אִם כְּמוֹן אֲשֶׁר־תִּדְפְּנוּ רוּחַ:  
5 עַל־כֵּן לֹא־יִקְמוּ רְשָׁעִים בְּמִשְׁפַּט וְחַטָּאִים בְּעֵרַת צְדִיקִים:  
6 כִּי־יִדְעַע יְהוָה דֶּרֶךְ צְדִיקִים וְדֶרֶךְ רְשָׁעִים אֲבָרָה:

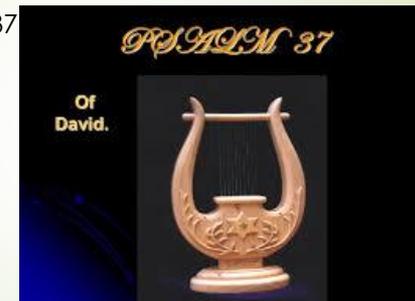
### III. ISRAEL

#### B. PSALM 29



### III. ISRAEL

#### C. PSALM 37



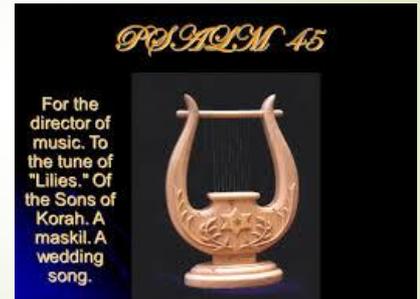
III. ISRAEL

D. PSALM 42



III. ISRAEL

E. PSALM 45



All five Psalms are available at the Bible Gateway site:

<https://www.biblegateway.com/passage/?search=Psalm+1&version=NKJV>

<https://www.biblegateway.com/passage/?search=Psalm+29&version=NKJV>

<https://www.biblegateway.com/passage/?search=Psalm+37&version=NKJV>

<https://www.biblegateway.com/passage/?search=Psalm+42&version=NKJV>

<https://www.biblegateway.com/passage/?search=Psalm+45&version=NKJV>

APPROACHING the *Epic of Gilgamesh*



## The Introduction

- ▀ The archaeological history
- ▀ The literary background
- ▀ The mythological background

## Reading the epic

- ▀ Read closely
- ▀ Read critically
- ▀ Note unfamiliar diction
- ▀ Know the pantheon/compare to others
- ▀ Do NOT expect the Aristotelian “epic conventions”

## Five steps to careful and close reading

1. If possible, read the epic more than once.
2. Keep a dictionary by you and use it – or read near a computer and access an online dictionary.
3. Look up historical and geographical references and other allusions.
4. Keep track of characters.
5. Keep a notebook for the epic, noting character traits, values, and changes.

## Characters: a closer look

- ▀ **Keep a running program of characters as they are introduced.** (There are many supernatural characters. Take advantage of the glossary on pp. 120-125.)
- ▀ **Note character relationships.** (Attend to details that connect them – in positive or negative ways.)
- ▀ **Note remarkable statements.** (Note what characters say about themselves, about each other, and about their situations and circumstances, looking for details that develop not only their personalities but also plot and theme.)

### Plot: a closer look

- ▶ Note **physical** conflicts that are focal points of the action.
- ▶ Note **mental** conflicts that motivate characters.
- ▶ Note **emotional** conflicts that develop and define relationships.
- ▶ Note **moral** conflicts and resolutions that define characters and point to themes.

### Symbols in *The Epic of Gilgamesh*

According to *A Handbook to Literature* (Seventh Edition), a SYMBOL is "itself and also stands for something else."

"In a literary sense a *symbol* combines a literal and sensuous quality with an abstract or suggestive aspect."

The symbols in *The Epic of Gilgamesh*, are limited and generally archetypal.

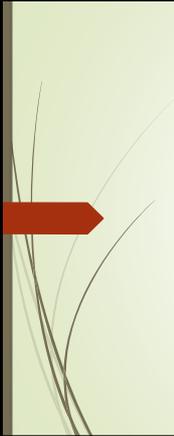
### Tone: a closer look

The writer's or speaker's attitude toward the subject, the audience, or himself/herself

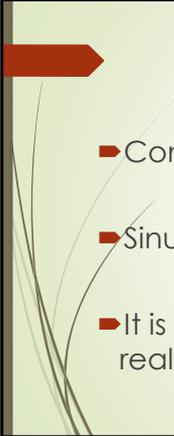
The emotional coloring, or emotional meaning, of a work

### The Development of tone

- Connotation
- Imagery
- Figurative language/allusion/symbolism
- Irony
- Hyperbole/Understatement
- Detail
- Sentence construction
- Organization or structure



## EGYPT: Two Stories



### “The Tale of Sinuhe”

- ▀ Composed by a single author about 1850 BC
- ▀ Sinuhe means “the Son of the Sycamore”
- ▀ It is a fiction though may be based on some reality



### “The Tale of the Shipwrecked Sailor”

- ▀ A story with serious and comic elements
- ▀ A tale filled with geographical and cultural details
- ▀ A narrative with evidence of an oral tradition



### Approaching the stories

- ▀ Apply the same strategies as detailed for approaching the epic.



## ISRAEL: Five Psalms



## Parallelism in Hebrew Poetry

- ▀ Synonymous
- ▀ Antithetical
- ▀ Synthetic
- ▀ Climactic
- ▀ Emblematic
- ▀ Alternate
- ▀ Chiasmatic

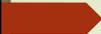


## Synonymous Parallelism

- ▀ Most common type
- ▀ Second part restates first part in different words

### EXAMPLES:

- ▀ Why do **the nations rage**,  
And **the people plot a vain thing**? (Psalm 2:1)
- ▀ Lord, **how they have increased who trouble me!**  
**Many are they who rise up against me.** (Psalm 3:1)



## Antithetical Parallelism

- ▀ The second part contrasts the first part

### EXAMPLES:

- ▀ **The young lions lack and suffer hunger;**  
But **those who seek the Lord shall not lack any good thing.** (Psalm 34:10)
- ▀ **They have bowed down and fallen;**  
But **we have risen and stand upright.** (Psalm 20:8)

## Synthetic Parallelism

- ▶ The second part advances or develops the first part

### ▶ EXAMPLES

- ▶ <sup>3</sup> Who may ascend into the hill of the Lord?

Or who may stand in His holy place?

<sup>4</sup> He who has clean hands and a pure heart,  
Who has not lifted up his soul to an idol,  
Nor sworn deceitfully. (Psalm 24:3-4)

- ▶ Yes, the Lord will give what is good;

And our land will yield its increase. (Psalm 85:12)

## Climactic Parallelism

- ▶ The second part completes the first by repeating part of the first line and then adding to it.

### EXAMPLES

- ▶ The floods have lifted up, O LORD,  
The floods have lifted up their voice;  
The floods lift up their waves. (Psalm 93:3)

- ▶ Give to the LORD, O families of the peoples,  
Give to the LORD glory and strength. (Psalm 96:7)

## Emblematic (or Comparative) Parallelism

- ▶ One part presents a symbol or metaphor which the other part explains

### EXAMPLES

- ▶ As a father pities his children,  
So the Lord pities those who fear Him. (Psalm 103:13)

- ▶ Like the cold of snow in time of harvest  
Is a faithful messenger to those who send him,  
For he refreshes the soul of his masters. (Proverbs 25:13)

Note that the 3<sup>rd</sup> stich demonstrates synthetic parallelism to the 2<sup>nd</sup>

## Alternate Parallelism

- ▶ In an ABAB pattern, the third part repeats the first and the fourth the second
- ▶ Alternating parts may be either synonymous or antithetic

### EXAMPLE

- ▶ <sup>11</sup> For as the heavens are high above the earth,  
So great is His mercy toward those who fear Him;  
<sup>12</sup> As far as the east is from the west,  
So far has He removed our transgressions from us.  
(Psalm 103:11-12)

## Chiastic Parallelism

- In an AB/BA pattern, the fourth part repeats the first and the third the second
- The two terms in the first part are reversed in the second part

### EXAMPLES

- **Our soul has escaped** as a bird from the snare of the fowlers;  
The snare is broken, and **we have escaped**.
- **For I acknowledge** my transgressions,  
And **my sin is always before me**. (Psalm 51:3)

## Categories of Psalms by Function

- Praise
- Wisdom
- Royal
- Thanksgiving
- Lament/Complaint

## Make each poem yours



## Four steps to close reading of a poem

1. Read a poem more than once. Know the poem – as much as possible – by heart.
2. Keep a dictionary by you and use it. Consult encyclopedic sources.
3. Read poetry aloud (or lip-read) slowly.
4. Pay careful attention to meaning. [On the second reading you should determine the subjects of the verbs and the antecedents of the pronouns.]

## Practice oral interpretation

- ▶ Read affectionately, but not affectedly.
- ▶ Read slowly enough that each word is clear and distinct and that the meaning has time to sink in.
- ▶ Read so that the rhythmical pattern is felt but not exaggerated.

## Psalm 1

- <sup>1</sup> Blessed is the man  
Who walks not in the counsel of the ungodly,  
Nor stands in the path of sinners,  
Nor sits in the seat of the scornful;
- <sup>2</sup> But his delight is in the law of the Lord,  
And in His law he meditates day and night.
- <sup>3</sup> He shall be like a tree  
Planted by the rivers of water,  
That brings forth its fruit in its season,  
Whose leaf also shall not wither;  
And whatever he does shall prosper.

## Denotation and connotation

**Denotation** – dictionary definition (Know the meanings of every word in every psalm.)

**Connotation** – the force or impact carried by a term that goes beyond denotation

## Imagery

- ▶ Visual (sight)
- ▶ Auditory (sound)
- ▶ Olfactory (smell)
- ▶ Gustatory (taste)
- ▶ Tactile (touch)
- ▶ Organic (internal sensation)
- ▶ Kinesthetic (motion)

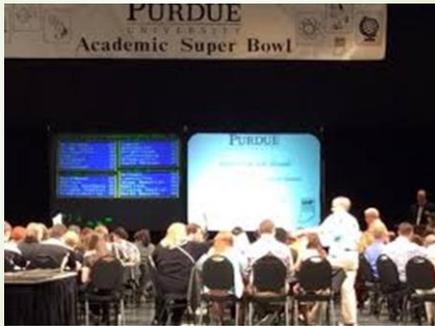
## Devices of sense

- Simile (explicit) and metaphor (implicit) [literal and figurative elements]
- Personification [literal and figurative elements]
- Apostrophe
- Metonymy
- Paradox
- Oxymoron
- Hyperbole
- Understatement

## Students will need to . . .

- Research any geographical, cultural, and other allusions
- Analyze rhetorical elements/literary devices

## Practice Questions



## Coaches Practice 1

According to the Prologue to the epic, who is the author of the story of Gilgamesh?

- A. Ea
- B. Anu
- C. Enkidu
- D. Gilgamesh

Coaches Practice 1

According to the Prologue to the epic, who is the author of the story of Gilgamesh?

D. Gilgamesh

Coaches Practice 2

According to the introductory paragraphs of his tale and the first footnote, Sinuhe is the servant of \_\_\_\_\_

- A. Nefru
- B. Kanefru
- C. Sesostris
- D. Amenemhet

Coaches Practice 2

According to the introductory paragraphs of his tale and the first footnote, Sinuhe is the servant of \_\_\_\_\_

A. Nefru

Coaches Practice Question 3

In "The Tale of the Shipwrecked Sailor," the serpent/king's only request of the sailor is that the sailor \_\_\_\_\_

- A. never return to the island
- B. tell of his god-like powers
- C. speak well of him back home
- D. make good on all his promises

Coaches Practice Question 3

In "The Tale of the Shipwrecked Sailor," the serpent/king's only request of the sailor is that the sailor \_\_\_\_\_

- C. speak well of him back home

Coaches Practice Question 4

Consider these lines from verse 8 of Psalm 42: "The Lord will command His lovingkindness in the daytime,/And in the night His song shall be with me." They exemplify which kind of Hebrew parallelism?

- A. chiasmic
- B. external
- C. antithetical
- D. emblematic

Coaches Practice Question 4

Consider these lines from verse 8 of Psalm 42: "**The Lord will command His lovingkindness in the daytime,**/And **in the night His song shall be with me.**" They exemplify which kind of Hebrew parallelism?

- A. chiasmic

Coaches Practice Question 5

The first word and the final word in Psalm 1 illustrate the Hebrew affinity for \_\_\_\_\_

- A. imagery
- B. contrast
- C. metaphor
- D. coordination



Coaches Practice Question 5

The first word and the final word in Psalm 1 illustrate the Hebrew affinity for \_\_\_\_\_

B. Contrast ("Blessed" and "perish")