

*GENESIS B*: EFFECTIVELY TEACHING OLD ENGLISH LITERATURE  
TO HIGH SCHOOL ENGLISH STUDENTS

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HONORS THESIS

Presented to the Honors Committee of  
Texas State University-San Marcos  
In Partial Fulfillment of  
the Requirements

For Graduation in the University Honors Program

By

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San Marcos, Texas

May 2010

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### Acknowledgements:

To Dr. Susan Morrison for all of her hard work and support with this project. For keeping me on track and focused, and for all of her kind words of encouragement. Thank you so very much for inspiring me to complete a project of this aptitude.

To Dr. Heather Galloway for her support, wisdom, and for her help with the essentials needed to complete my research.

To Professor Diann McCabe for her kindness and thoughtfulness, and for providing me with the vision to assemble this project.

To my Mother Janelle, my Brother Brandon, my Husband Kenneth, Mother-in-Law Kimberly, and all of our family for their unremitting motivation, their support, and their love.

To Mrs. Vicki McCall, Ms. Adrienne Turner, and Mrs. Stacia Crescenzi for all of their help in providing me with the tools needed to work with their students in the classrooms.

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## ABSTRACT

*Genesis B*: Effectively Teaching Old English Literature to High School English Students

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May 2010

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*Genesis B*, an Old English text, is the second section in the creation story *Genesis*, which describes the fall of Satan and his angels illustrated with experiences and dialogue from Satan, his angels, Adam, Eve and God. Texas twelfth grade English teachers are required by the Texas Essential Knowledge and Skills, or TEKS, to introduce Old English literature such as *Beowulf* to uniformly prepare their pupils for higher education. This thesis will explicate how *Genesis B* can be effectively taught as literature in a high school setting and fulfill the requirements of an entire TEKS section. The importance of *Genesis B* as literature, by the study of its various literary devices, vocabulary, and historical influences, will be demonstrated in that students will highly benefit by studying this specific literary text.

## **I. Introduction: What Do Teachers Teach High School Students? Why?**

Texas high schools are required to teach a standard curriculum and focus strongly on getting their students to pass the statewide-standardized test. Their curriculum, for the most part, is based on a model curriculum entitled “TEKS,” (or Texas Essential Knowledge and Skills), that serves as a uniform way of ensuring each student can successfully pass the Texas Essential Knowledge and Skills test to build skills necessary for higher education. According to the TEKS, if each portion is effectively followed, students will “increase and refine their communication skills” (Texas Education Agency). TEKS provides a very detailed list of what is expected for students to gain and to learn by the end of the year. Students will “plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts” (Texas Education Agency). Also, the TEKS states that “in English IV, students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. English IV students read extensively in multiple genres from British literature and other world literature” (Texas Education Agency). TEKS explains the periods and genres which students will learn from, including British literature that may include “the Old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and post-modern period” (Texas Education Agency). It is clarified that in the classroom students will develop their ability to identify literary forms, techniques and terms and will also develop a broad historical background associated with the discussed texts.

High school English classrooms typically discuss classic texts, such as *Beowulf*, *The Scarlet Letter*, *Julius Caesar*, and *Hamlet*. They formulate lesson plans based off of the TEKS to better prepare students for the TAKS test. Teachers discuss literary techniques, plot, point of view, historical background and other essential elements that help their students grasp the meaning of the text and encourage higher thinking and unique ideas from their pupils.

*Beowulf*, an Old English epic poem, is considered the most important text in Anglo-Saxon literature. Usually when students reach grade twelve, teachers discuss *Beowulf* in the classroom with the intention of having their students grasp essential knowledge, such as the overall historical background of how and why this text was written, and what it means to American culture as a whole. Teachers focus on literary devices such as ring symbolism, conflict, imagery, and figurative language, to name a few. In the Renaissance play *Hamlet* by William Shakespeare, teachers discuss plot, imagery, irony, tragic flaw, foreshadowing and dramatic irony. Teachers discuss the value of these compositions to literature as a whole and encourage students to participate in class discussions focusing on the plot and how the author successfully utilizes these literary devices to engage the reader while also making a point about his current day social order. Teachers use these texts to try to integrate required skills organically within a literary discussion. So why teach *Genesis B* to students?

## **II. What is *Genesis B* and what can students learn from it?**

*Genesis B* is a ninth-century Old English poem recognized as one of two parts of the creation story in the Bible. *Genesis A* tells the story of how the universe was formed,



up until the creation of man. *Genesis B* tells the story of the fall of Satan and man in an epic style, written with accounts of dialogue from Satan himself, his messenger, Adam, Eve, and God. The fall of man and Satan is not elaborated in this way in the canonical Bible version of *Genesis*, however; accounts and points of view from Satan, Adam, Eve, the demon (Satan's messenger), the author's interpretation of Satan's thoughts, and the conversations between the characters *are* included in *Genesis B*. When analyzing the text, the reader can see that the style and writing the author utilizes are meant to convey a series of messages, including a story of divine providence and emotional appeal from Satan himself. In the end, these elements show the reader that ultimately God is in control. The author uses several writing techniques to accomplish this message. For example, vivid scenes, beautiful and horrible imagery, a prolonged climax, and word choice set the tone for the reader to understand both the beauty and the evil within the text. Literary techniques such as syntax, emotional appeals to the audience, and character depiction convince the reader that Satan's scheme to sabotage God's kingdom is carried out by the most evil of evils.

Another essential focus the teacher can bring to the students is the characteristics of Anglo-Saxon writing within this text. We can see with stories such as *Beowulf* that the values of Anglo Saxon culture include courage, bravery, reputation, fighting for family, friends and allies, and loyalty. Before the Anglo-Saxons were morphed into a culture that included practices of Christianity and an era based on secular literature that included romantic love, their culture was based on very few basic survival principles: drinking, fighting, revenge, and fate ("wyrd"). The Anglo Saxons *loved* drinking and fighting; their culture was essentially based around these elements. Anglo-Saxons had a

polytheistic religious pantheon until the advent of Christianity. Religious practices were a part of everyday life. The concept of “wyrd”, which is the Anglo Saxon word for “fate” in Old English, suggests that no matter what, you are going to die, there is no stopping or interfering with it; death could come at any time for them. We see later how this sense of fatalism later fused with Christian beliefs.

In *Genesis B*, written in the Anglo-Saxon period, we see some of these values surface within the poem since the church controlled the technology of manuscript in their culture. We see the theme of fighting within the poem as Satan seems to always plan manipulation, conquest and disruption. For example, Satan starts off with the idea that he is better than God and that he is the one who is worthy of the throne in Heaven. He devises a plan to take over God’s dwelling and kingdom as he feels he has better strategies and can do a better job. Eventually, when his plan does not work, he devotes his life to the eternal attempt to sabotage God’s kingdom by introducing sin into the world. Although Satan is not physically fighting or killing, we still see the Anglo-Saxon tendency to seize and dominate. Revenge is a clear form of action within the plot. In *Genesis B*, we are given a story about a plan to take over God’s kingdom by a fallen angel filled with hate towards his master. We are also given a story about the divine providence of God’s ultimate plan to rid heaven of its troublemakers and punish them for their betrayal. It is the author’s emphasis on Satan’s hate, disgust, and aversion towards God and his newly made humans that is most interesting to explore. The same essentials that are discussed in Old English texts including *Beowulf* are present in *Genesis B* and can provide students with a broader appreciation for these basic concepts.

The idea of fate, or “wyrd” is prevalent throughout the poem. We see that the author tells the story that Satan’s attempt to conquer failed, all because of the divine providence of God’s plan. Satan believes that with the power God gave him, he is unquestionably qualified to take over God’s throne. He believes that with his God-given knowledge and talents, he can rule God’s kingdom better than God can. He feels so strongly about this, that his idea to take over becomes real action; however, the author quickly tells us that this attempt was cut short as Satan is damned to Hell forever. According to the style the author writes in, God holds all power, and Satan will always be at the mercy of God’s will. No one can defeat God, and the author shows us in his writing that fate or divine providence proves that Satan’s fate was to rot, burn, suffer, and perish in the realms of Hell forever.

Since this text is influenced by a Christian author, we do not necessarily see literal fighting between God and Satan, only mental challenges between the two. We can, however, still very easily pick out the influences of the Anglo-Saxon culture and what effects it has on the literature. Some of the same ideas of Anglo-Saxon influences within the text of *Beowulf* can be discussed with *Genesis B*. Teachers can even have students discuss the differences in message portrayal between both texts. *Beowulf* and *Genesis B* are both epic style poems, but with totally different religious messages. *Beowulf* has a plethora of Christian references, but it is sometimes argued that those Christian allusions are only additives. The original *Beowulf* was only a story *told* by the Anglo-Saxons. It is only when a king hired a monk to write the story down on paper that Christian references were added. This is a vital point that teachers can articulate with their students. When we compare culture values in *Beowulf* minus the religious

additions to a text as fundamentally religious as *Genesis B*, we see that there are major similarities in culture values, although one culture was fatalistic and the other believed in fate as God's will.

After discussing the presence of Anglo Saxon values within *Genesis B* with the class, it would be suitable to discuss what Anglo-Saxon values still exist in English speaking cultures. Violence and the obsession to see and hear it in the media, experience it in video games, the need to support and defend friends and family, and the desire for vengeance are just a few Anglo-Saxon values that still exist in our culture. It would be interesting to hear the class come up with their own ideas of what still exists based on the readings of Anglo-Saxon literature covered during the year.

*Genesis B* contains key literary devices that fit in perfectly with TEKS. If the objective is to enhance reading, word identification, and vocabulary, we can follow these aspects easily by studying *Genesis B* as a literary text. According to TEKS, "the student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

- (A) Expand vocabulary through wide reading, listening, and discussing;
- (B) Rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;
- (C) Apply meanings of prefixes, roots, and suffixes in order to comprehend;
- (D) Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;

(E) Discriminate between denotative and connotative meanings and interpret the connotative power of words” (Texas Education Agency).

*Genesis B* contains key elements including vocabulary (a), figurative language (b), includes prefixes, roots, and suffixes in which we can derive meaning from (c), and contains a variety of words in which denotative and connotative meanings can be discussed and practiced (E). *Genesis B* can also serve as an excellent source to find and explore several literary devices and techniques that will fulfill other TEKS section requirements.

### **III. TEKS Fulfillment**

#### **1. Vocabulary.**

Within the first 100 lines of *Genesis B*, there are about 12 words that can be added to the students’ vocabulary to help them gain a better understanding the text and the author’s meaning. The author writes, “ The Ruler of all, the holy Lord, by the might of his hand had ordained ten orders of angels in whom he firmly trusted that they would follow in his fealty and work his will...”(*Genesis B* 19). Fealty is defined as “[t]he obligation of fidelity on the part of a feudal tenant or vassal to his lord” (OED online). This word shows the reader that God intended that the angels in whom he trusted most were granted high powers in exchange that they would follow His will and work under His hand. The word *fealty* gives students another word to add to their vocabulary that will enable them to better describe the author’s portrayal of how much God trusted the angels. The author goes on to write, “[s]o blessedly had he established them, and a

certain one he had made so strong and so powerful in his intellect, so much he allowed him to command, the highest after himself in the realm of the heavens, so dazzling had he made him, so winsome was his person...” (*Genesis B* 19). Winsome is defined as “[p]leasant, delightful, agreeable” (OED online). The word *winsome* adds to the emphasis by the author of how remarkably charming, beautiful and amazing this angel was. The emphasis of character by the author is necessary to effectively convey the overall message of the text. Students can add this word to their vocabulary as well to describe beauty and grace. The author continues to describe the beautiful angel marking, “he was comparable to the incandescent stars- he ought to have done homage to the Lord, he ought to have prized his pleasures in the heavens...” (*Genesis B* 19.) Incandescence is defined as the “[t]he fact or condition of glowing with heat; the emission of light by a body heated to a high temperature; the state of being incandescent” (OED online). The word *incandescent* beautifully describes the angel’s glow, his aura, his magnificence and his value to the reader; readers gradually understand how this angel was so important that he let off an electromagnetic glow shining so brightly that it was comparable to a star. As the students understand the meaning of this word, they can begin to notice literary devices the author uses as well, such as diction and tone, which I will discuss later. The word *homage* means praise; the author suggests that the Lord gave so much beauty and so much power to this bright angel that the angel should have praised or “done homage” to him for the gifts of incandescence and ultimate intellect. The students can use this word also to point where in history this text was written. The phrase *to do homage* existed in Anglo-Saxon speaking times where a person would show respect or praise a person that they owed or

were in debt to. Students can begin to think about the dating of this piece by adding this word to their vocabulary, thus further developing their background knowledge of the literature and vocabulary used by the author.

The author's tone changes after the first twenty lines. He writes, "[h]e was dear to our Lord; it could not be concealed from him that his angel began to grow presumptuous, set himself up against the master, resorted to malicious talk and boasting against him" (*Genesis B* 19). Presumptuous is defined as "[c]haracterized by presumption in opinion or behavior; unduly confident or bold; arrogant, forward, impertinent, overweening. Also: usurping (OED online). The tone in which the author beautifully and gloriously describes the angel soon changes into a more scolding, more chastising tone where he begins to describe the angel as a malignant and wicked show-off. The meaning of these words is essential for the students to understand the work because this point in the text is where the author shifts tone. The way the reader can identify this is by recognizing the negative vocabulary he utilizes.

**2. Rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary.**

This section will focus on figurative language. Figurative language is described as speech that contains images and scenery. The writer, "describes something through the use of unusual comparisons, for effect, interest, and to make things clearer. The result of using this technique is to emphasize "the creation of interesting images" (42explore.com). Figurative language exists in an abundant amount of literature as it is a very intimate, appealing, and relative way to depict meaning and understanding of

thoughts from the author to the reader. Figurative language is sometimes open for interpretation by the reader, but in most cases, the author's meaning is clear, based on context clues and the usage of words and choice of vocabulary. In *Genesis B*, the author uses figurative language to emphasize the condition in which Satan exists. To fully maximize the level of torment Satan is in for the crime he commits, the author uses vivid descriptive and emotional language, giving the best opportunity for comprehension to his audience. The author, throughout the remainder of the text continuously implies that God is the sole ruler and that Satan deserves the ultimate punishment for attempting to sabotage God's kingdom. The author starts by stating, "[h]e precipitated him into that torment, down into that death-bed and devised for him a name thereafter" (*Genesis B* 21). The text continues with the author using figurative language highlighting Satan's torment by remarking, "[b]ut we are now in hell suffering oppressions, they are the darkness and the burning-fierce and fathomless. God himself has swept us into these black mists" (*Genesis B* 23). Also in lines 409-16 where Satan exclaims:

If of old I bestowed princely treasures upon any follower while we were happily situated in that pleasant realm and had control of our thrones, then never at a more welcome time could he pay me back with returns for my liberality, if any one of my followers would now prove agreeable to this—that he might escape out and up and away from this dungeon and had the strength in him so that he could fly with his wings and soar into the sky to where Adam and Eve stand created in the kingdom of Earth surrounded by riches, and we are cast down here into these deep pits. (*Genesis B* 23-24)



The author uses figurative language and vivid imagery when he includes Satan's expression of anger and resentment towards God, Adam, and Eve. The words and phrases utilized by the author allow the audience to picture and comprehend the torture Satan and his follower's experience. These accounts give students the idea of what to look for when exploring types of figurative language. Some texts they will read will consist of more or less vivid or detailed figurative language; however, with *Genesis B* we can discuss figurative language and word meanings from older literature and compare them to newer works. This can help students better understand the differences between the genres and styles of various literary texts, their authors, and the times in which they were written.

### **3. Apply meanings of prefixes, roots, and suffixes in order to comprehend.**

This section will focus on the development of the English language. Old English, Middle English and Modern English words exemplify how the teacher can help students understand the development of the language. The word *Hell* is first used in the poem on page 21 when Satan and his followers get cast down for their evil deed. The author writes, "[t]hen they fell from on high, from out of the heavens, for as long as three nights and days, those angels, from out of the heavens into hell, and the Lord transformed them all into devils" (*Genesis B* 21). We can see that the word *hell* has not changed much as English developed from its Anglo-Saxon roots, but the history of the word is very interesting to discuss with the students. The word *hel* actually originates from Old Norse mythology as Hel was the daughter of Loki, and was the ruler of the underworld. Let's take a look at the history of the word *hell*:

The word *hell* is defined as “[t]he dwelling place of the dead; the abode of departed spirits; the infernal regions regarded as a place of existence after death; the underworld; the grave; Hades” (OED online). The history of the word *hell* is explained to have first been used as an Old English word:

“The Roman Church triumphed in England and their belief that hell was hot prevailed there too. The Old English word *hel* is a dark, sweltering place of eternal torment for sinners. However, since the Vikings were converted to Christianity centuries after the Anglo-Saxons, the Old Norse *hel*, from the same source as Old English *hel*, retained its earlier pagan senses as both a place and a person. As a place, *hel* is the abode of oathbreakers, other evil persons, and those unlucky enough not to have died in battle. It contrasts sharply with *Valhalla*, the hall of slain heroes. Unlike the Mediterranean hell, the Old Norse *hel* is very cold. *Hel* is also the name of the goddess or giantess who presides in *hel*, the half blue-black, half white daughter of Loki and the giantess Angrbotha. The Indo-European root behind these Germanic words is *\*kel-*, “to cover, conceal” so *hell* is the ‘concealed place’” (dictionary.com).

We can incorporate the examination of the word *hell* in the classroom by looking at the context in which it is used in *Genesis B*. The teacher can spark discussion in the classroom by first giving a brief historical account of where the word *hell* originated from, then asking the students to look at the way the author presents the word to the audience. The instructor can ask the students to brainstorm ideas of why the author is depicting hell as such a horrible and gruesome place and how that affects the reader’s point of view. In Middle English, the word was spelled *helle* with the *e* at the end of the

word pronounced. However, as Modern English surfaced, the *e* stopped being pronounced as many other words with the ending *-e* and eventually stopped being included in the spelling. This shows how language changes over time.

The word “death” appears on page 26 as the author describes the “tree of death”, the complete opposite of the “tree of life” that brought pleasure and grace. The author writes, “[t]hen there was the other, entirely black, obscure and dark—that was the tree of death which brought forth much bitterness” (*Genesis B* 26). The verb *to die*, translates to the word *deyja* in Old English, meaning “to pass away.” In Middle English, the word *deyja* morphed into the word *dien* or plural *deinen*, which morphs with the French word *de* when the Anglo-Saxon land was invaded. We can see the similarities in this word as it tends to keep its root *de*. Of course as Modern English surfaced, the word “die” was formed and was pronounced *die* with a long *I*.

Learning about the history of Old English words can give insight to the students and explicate how these words survived for centuries under such circumstances. The changes of language and meanings of words throughout all the invasions by other nations and their influence on certain words help students understand the root word and how valuable that word is to the English language. When English speakers say the word *hell*, we usually think of the Bible and a place where Satan and sinners dwell. We do not typically think of a pagan remnant of Old Norse mythology. It is interesting that an enormous part of the Bible we read is based on the belief that Hell was created by God for Satan and the former angels that tried take over God’s kingdom. Teachers can lead the discussion by using this as an example of how our words are mere leftovers from

past cultures and their religions. The fact that we associate whole ideas with simple words is a great subject to ponder or articulate in a class discussion. The teacher may also present a few lines of *Genesis B* in actual Old English and ask students if they can think of what other words they noticed either had the same meaning or different meaning in English today. Why? Why not?

**4. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage.**

To fulfill this TEKS requirement, teachers could have their students consult an Anglo-Saxon or Old English dictionary or utilize glossaries to better understand the words used by the author in *Genesis B*. This segment ties in with section 3 where they apply meanings to words based off their prefix, roots or suffixes to the overall meaning of the text. In order to fully comprehend the author's message, the students must know what each word means in the poem. That particular section also lists that the students can use "available technology to determine precise meanings and usage," meaning they could even go online and utilize these dictionaries and glossaries.

One example the students can practice with is the Old English word *yfel* found on line 443. The modern English translation of the line is written, "[t]hen an adversary of God eager in his accoutrements got himself ready: he had an evil sense of purpose" (*Genesis B* 25). If the students were to read this poem in its original language, the word *yfel* does not look like *evil*, but it sounds like it. The students would need to know how to look up the word using an Old English dictionary or an online resource that will help them translate the words. This skill of research will not only better prepare them for

college expectations and requirements, but it will also teach them how to be self sufficient and find solutions to problems themselves.

Another example can be found using the same line in the poem. The word *inwidda* translates to the word *adversary*, meaning “the evil one.” In this case, however, these two words do not look or sound anything alike, so if the teacher were to show the students the Old English version first, the students would need to know where to go to find the meaning of this word to fully grasp the meaning of the sentence. *Adversary* is the main noun of this sentence and the word *evil* is the main adjective. The entire meaning sets the tone to the reader showing that Satan is against God and his purpose is malevolent and sinful. The reader must know this to understand the author’s message by the middle of the text when Satan fails and is sent to Hell.

One practice the teacher can implement with their students is handing them a few short lines of the *Genesis B* poem in Old English prior to discussing the poem. The students will laugh and skim through it at first to see if they can find any words that look familiar to them, but soon notice there are not many they will recognize. The teacher can then read a line aloud to the students in Old English and ask them to translate the line to modern English based on the tone in which it was read. After the students guess and contemplate about the words read, the teacher can then pass out a few Old English dictionaries if available or the students can go online to the Old English/Modern English translator or the *Oxford English Dictionary* and find the words themselves.

The teacher can even construct a homework assignment in which the students will translate four or five lines from Old English to Modern English and the following class period, the teacher can discuss what the students came up with. This practice will help them in their researching skills and encourage ample discussion in the classroom as some students will have questions about the words and some will have even found slightly different words than others. The teacher can spend some time in class discussing the several discrepancies in the translations and discuss what effect each word has on the sentence. The teacher would then make a note to the students about how the act of translation is a problem within most literature today. No one truly knows exactly what the author meant when he wrote this poem down, we only can judge by context clues within the text and the tone given off by the emphasis of words. Even then, however, some of the tone is still lost in the translation process. For example, a translator can leave out details in which he deems unnecessary, or he can emphasize various aspects that the original author may not have necessarily elaborated on. Some of the original text could be completely lost and the reader would never know what was written, just as we see in *Genesis B* where several portions of the text are missing and the reader has to imagine what took place. The teacher can engage the students in the translation exercise while explaining to them that the skill of research and assessment of words unknown to them will build their vocabulary, enhance their knowledge, and better prepare them for a successful college career.

**5. Discriminate between denotative and connotative meanings and interpret the connotative power of words.**

The distinction between denotative and connotative words is a very essential tool for high school students ready to enter college. Many introductory English and literature classes may require students to use examples of denotative and connotative words when writing an essay or conducting a project of some sort. Connotative meanings of words can prompt for a very powerful debate in a classroom. The teacher can discuss with the students how connotative words are very subjective and depending on the interpreter, may not always have the same meaning.

In *Genesis B* there are several examples the teacher can use to show the difference between denotative and connotative words. The author utilizes the tool of denotative and connotative words to convey various sub-meanings to the audience. For example, the infamous snake we see in the *Bible* that tricks Adam and Eve into eating the forbidden fruit is mentioned in *Genesis B* as both a creature and the most evil of beings. The author describes Satan's messenger turning into a snake, then each time the author addresses the snake, he uses a negative adjective to emphasize his evilness. This technique gives the reader a negative connotation of the word "snake" so that each time they see the word "snake" or see a negative adjective like "malignant" they remember the evil messenger and remember that he is God's enemy. The author writes:

He turned himself then into the form of a snake and then wound himself about the tree of death with a cunning of a devil; there he plucked a fruit and went thence back again to where he perceived the heaven-King's handiwork. Then in his first utterance the malignant creature began to question him with lies (*Genesis B* 491-96)

The author makes his own connotative meaning for the word snake with his continuous use of negative adjectives to describe the evil being. Although many know about the Adam and Eve story and understand that they were tricked by a snake into acting against God's word, the author of *Genesis B* makes certain that the reader relates the word snake with "devil," "Satan," or better yet, God's ultimate adversary.

Examples of this technique are found throughout the entire poem when we see words like, "[t]hen the apostate spoke out of his malevolence; he did not teach her anything at all of profit" (*Genesis B* 609-610). We also see the distinction between the denotative word for "good" and the connotative word for "good" ultimately referred to by the word "God, or Lord" within the text. The author ensures that the reader understands that God is all mighty and in charge of everything, including Satan. The author constantly mentions God, then attaches a positive adjective to describe his power so that the reader will subliminally receive the author's message. For example, we see the mention of God surrounded by superior and buoyant words when the author writes, "[t]he Ruler of all, the holy Lord, by the might of his hand had ordained ten orders of angels in whom he firmly trusted they would follow in his fealty and work his will since he, the holy Lord had given them intelligence and shaped them with his hands" (246-50). The reader can see who is in charge from the very beginning as the author announces that the, "supreme Ruler of heaven...sits upon the holy throne" (261-62). The teacher can give the students both examples of the denotative meaning of the word "God" combined with the connotative words that mean "Ruler of all" and "Supreme." The teacher can then compare those words to the denotative meaning of the word



“snake” combined with the connotative meaning of the word “evil” or “malignant” to show the opposition between the two entities.

#### **IV. How do we teach religious text effectively?**

*Genesis B* is a very controversial text to teach in a public high school setting due to its highly religious content. Our teachers must remember when selecting literature to discuss in class that it must successfully include each student’s interests into the lesson so that no student will be offended by the content, be uncomfortable, or feel insulted by anything the teacher selects. When teaching religious text as literature in a classroom setting, Dr. Leona English from Saint Francis University, gives us seven key elements that help teachers incorporate religious texts into a classroom that may not have been allowed before. She describes how to grab the student’s attention and set the way for teachers to adjust the content of the text and fit the criteria to be a part of curriculum for their classrooms. English writes that for a story to hold the child’s attention, it must:

1. Entertain him and arouse his curiosity.
2. Enrich his life
3. Stimulate his imagination
4. Help him to develop his intellect
5. Be attuned to his anxieties and aspirations
6. Give full recognition to his difficulties
7. Be suggesting to solutions to problems which perturb him (Leona English)

Leona English gives great insight to teachers who wish to incorporate religious text in their curriculum. Her rules help teachers create an unbiased and positive learning

environment for their students while also addressing the student's strengths and weaknesses. In a Texas high school 12<sup>th</sup> grade setting, we must relate each one of these elements to the student on an academic level, and English's rules to teaching religious text in the classroom shows us how to teach religious text in a public school-friendly way. I will elaborate on how this will be done by giving an example for each one of her rules.

**1. It must entertain him and arouse his curiosity.**

For the poem *Genesis B* to be taught in a high school classroom, it first must be accepted by the students being taught. It is difficult for a teacher to teach a classroom full of students who are not interested in learning and/or not interested in the material presented. It is an art for teachers to be able to actively engage their students into the curriculum required by the district. Instructors must master the art of getting students to actually be interested in what the lesson consists of so that their students can learn and retain the information provided. *Genesis B* will have to first be introduced to the students as the idea of the creation story, included with dialogue by the devil himself, written centuries ago by an unknown author. The teacher can give a brief synopsis of *Genesis B* giving small details about the poem that will grab their attention but not reveal the whole poem to them at once. The fact that the *Genesis* story in the Bible is familiar to many students gives them a jump start of what will be discussed in the classroom. The instructor can open up with a journal entry or small response to what they think *Genesis B* is. He may then put up a journal response question on the board that says: "Write 5-6 sentences explaining what you think the poem *Genesis B* or even *Genesis* in *The Holy Bible* is about." The instructor would give the class about ten

minutes to write as much as they can, then, when the teacher calls on a few students to share their answers, he can transition into the lesson of the poem by introducing a brief synopsis. Allowing students to be involved with the lesson right off the bat permits students to engage themselves in the discussion and ease any tension about the content as the activity calls for students to share their thoughts on the poem and discuss their ideas on what they think it is about.

## **2. It must enrich his life.**

When we refer to “life” we will think about life in the sense of the student’s academic life, or future college career. A twelfth grade teacher from the very beginning of the school year must have the mentality that each and every one of his students will advance to college and further their education. With that being said, religious texts and discussions in a college setting are likely to surface when considering the vast selections of majors, minors, and elective classes students will take when in college. From twelfth grade teacher’s mindsets, we have to prepare our students to at some point encounter essays, class discussions or research based or associated with religious texts. Slowly introducing students to several different types of literature, including religious literature, will enrich their academic life because it will better prepare them for various types of projects and skills needed to be successful when seeking higher education. When first introducing *Genesis B* to the class, the teacher must remember that some students may not have ever experienced such literature, but use that to their advantage and inform their students that being exposed to diverse types of literary material can only advance them.

### **3. It must stimulate his imagination.**

The electrifying plot of *Genesis B* alone should catch the attention to most students at this level. The author of the text invites readers to continue reading as he progresses through the storyline using various mystifying, perplexing and interesting nouns and adjectives. The author does a sound job of grabbing the reader's attention from the very beginning that the reader can do nothing but to engage in the text and interact with it as the story progresses. Of course, the appreciation for literature alone does not exist in every student, so it is the teacher's duty to assist each student in their reading of this poem and any reading for that matter. The teacher must first be interested in the poem and find ways to guide the students through the reading using various altitudes of their imagination. The teacher can ask the class to split into parts and have one student be God, one student be Satan, one Adam, one Eve, and the demon, and ask them to read aloud their dialogue and act out their parts as much as they feel comfortable. This allows the class to first get comfortable reading and speaking in front of their peers, and then connect the students more into the storyline. The emotions depicted from the author will be acted out by the students and the author's point of view will be seen by interacting with the plot.

### **4. It must help him to develop his intellect.**

Just by simply going over the TEKS fulfillment section will prove that *Genesis B* will enrich the students learning and develop their intellect. We know that teaching *Genesis B* as literature will expand their vocabulary through reading, listening, and discussion; it will determine meanings of words and phrases such as figurative

language, idioms, multiple meaning words, and technical vocabulary; it will apply meanings of prefixes, roots, and suffixes in order to comprehend meanings; it will use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage; and lastly, it will discriminate between denotative and connotative meanings and interpret the connotative power of words. To incorporate an entire TEKS section into one lesson proves that *Genesis B* can be a very powerful learning tool for students if utilized effectively. It builds vocabulary, introduces Old English history and translation discussions, and builds researching skills among several other valuable benefits.

#### **5. It must be attuned to his anxieties and aspirations.**

This section of Dr. English's instruction can vary depending on the student. Every student will have a different attitude about *Genesis B* and each student will respond differently. Needless to say, the teacher must be prepared to reply to every student's reaction and encourage students to learn as much as they can about every subject so that they have the best possible chance to succeed in college. A student may experience much anxiety about discussing a topic such as *Genesis B*, because of the religious aspect of the poem or even its level of difficulty. However, it is the teacher's duty to explain to the students that simply exposing them to various types of literature will only better them and develop them for a bright future. English's method of combining the response of the teacher to both of the anxieties and aspirations of the students fits hand in hand. Anxiety towards anything for a student mixed with a bit of encouragement from their mentor can surely lead to aspiration. A student will not know what he/she is interested in until he/she experiences whatever it is that sparks their interest. Therefore,

simply promoting the initiative of new subject matter for our students will increase their chances of being interested in something they would not have gotten the chance to experience if not for new ideas from our teachers. The goal for *Genesis B* is not to be taught to interest students in religious literature; it is, however, to give our teachers a new way to stimulate our students. It is a new approach to encourage our future college students to engage themselves into variety of themes and material but not have the anxiety that prevents them from aspiring to tackle something new.

**6. It must give full recognition to his difficulties.**

One skill to teach literature to students effectively is to master techniques that include all students in the readings and helping them differentiate their personal beliefs from the elucidation the author provides. The instructor must endorse the idea that their students must keep an open mind. While it is the goal of the teacher to allow the reading to influence the student's thinking and prompt class discussions, it is also the instructor's responsibility to understand that every student may not excel in English literature the way others do. It is the duty of the teacher to apply every text to the best interest of the student and point out where he/she has trouble. For example, if a student has problems with analytical thinking or close reading, it is the teacher's responsibility to include activities in his lessons so that the student can practice that skill. If the student has issues with speaking aloud in front of others, it is the teacher's task to have students practice speaking more. The study of *Genesis B* in a literature class consists of many elements in which a teacher can address student difficulties. Dr. English gives insight for a teacher including religious text in their lecture when she states,

Literature also enhances the development of critical reflection by allowing students to appreciate the stories they read, recount their own stories, identify the issues raised, and analyze the personal assumptions that influence their thinking. Literature encourages students to respond creatively and to express themselves, expanding and critiquing the ways they see their relationships with the world...and with each other (English)

Dr. English invites teachers to engage their students in various types of learning when it comes to reading religious literature as it ignites the student's creative ability to express themselves and expand their ability to analyze various texts. Not all twelfth grade English material will consist of religious texts, but Leona English's argument is that the expansion of the student knowledge will enhance the way they view relationships with the world and with each other. Whether it is women's rights, black oppression, gay/lesbian discrimination, Mexican assimilation or any type of conflict, it is the teacher's duty to address all types of student difficulties and educate them using the devices in the text. The ways we ensure this is by exposing them to several types of literature, encouraging abstract thinking, and assisting them in applying their abstract thinking to everyday life.

**7. [The text] must be suggesting solutions to problems [that] perturb him/her.**

The last of English's proposition to effectively teaching a religious text is that the text must somehow solve a problem that the student(s) have. As addressed in the method above, the teacher's duty is to be attentive to students' difficulties and help students overcome them. This section gives insight to addressing problems that the

student's have and ways to apply the text as a way pose a solution to those problems. English explains in her writing that teaching religious literature "within the education system is extremely threatening, given the possibilities for self-disclosure that storytelling can bring. Boundaries must be established by educators at the outset, so that students are aware of limits and an educational focus is maintained" (English). This means that at any time the student can get distracted by what is being presented to him/her. Students can lose focus of the basis of the lesson and forget that the purpose of presenting the text is to help them enhance their abilities to analyze, evaluate, research and build vocabulary. It is certain that at some point problems from the students may arise within the learning process. The student may reject a part of the lesson or simply not respond to its implication; however, if the teacher combines all seven rules English discusses in her proposal, the teacher can overcome the student's objections and emphasize the significance of learning.

English gives several questions to include in the lesson when selecting religious literature for education. Her examples include:

- a. Does the book or selection contain themes that are consistent with the intended learning outcomes of the class? For instance, if the class is studying death and dying, will a particular literature selection support the discussion or divert attention to the book itself?**
- i. *Genesis B* does contain themes consistent with the intended learning outcome of the class. As we see in the TEKS requirements, *Genesis B* fulfills an entire TEKS section if taught effectively. *Genesis B* exposes students to several



literary devices, an immense amount of new vocabulary, gives insight to Anglo-Saxon history and culture, and introduces them to the problems of the translation process, how to research origins of words themselves, and various other beneficial elements.

**b. Will the literature selection help students connect to their own life stories?**

**A story that contains wonderful illustrations but little substance may result in a feel-good discussion, but may not promote meaningful dialogue that helps students to examine and critique their assumptions about different issues.**

- i. *Genesis B* contains a large amount of beautiful imagery; however, the author's message is not transmitted to his audience solely by use of creative illustrations and imagery. The students will be able to identify how the author incorporates a number of literary devices to effectively deliver his message. The creative use of word choice, sentence structure, repetition, denotative and connotative wording, plot, and emotional appeal also exist in *Genesis B*.

**c. Will stories help students move beyond their own world-views to see the bigger picture, or do they represent only a homogeneous white middle-class society? The essential question is whether a book will help students expand their answers of the world's complexity (English).**

- i. *Genesis B* can be taught to show students the bigger picture of literature, thus showing them the bigger picture of world-views and world complexity. *Genesis B* can either be read to embrace the idea that Satan's divine providence was to be thrown out of the kingdom of God, or it can be read as a tool for readers to

mark the progression of literature and the effect it has on future generations. The English language can be manipulated in many different ways and a message can be effectively delivered to almost any audience by simply addressing them with the appropriate techniques. Students can discuss in class the several techniques used in this text and articulate how to successfully practice them to enhance their own knowledge of literature.

English argues that these questions are vital when selecting and implementing religious text into a school setting. She announces that the way the text is being presented to the students must meet a certain criteria to be valuable to them. She informs us that although it is essential for the students to differentiate their own opinions from what is being taught in class to a certain extent, English invites for the student to expand their imaginations to embrace the text in its entirety. She argues this type of literature “enhance[s]...development by challenging students to connect their own stories to the larger ones. The use of literature on religious education opens up considerable possibilities for educators. It encourages them to confront crucial issues, and provides a helpful starting place to engage minds. Its possibilities are endless” (English).

**V. What are the various learning styles teachers can anticipate when teaching *Genesis B*?**

When teaching a class the teacher must remember that there are 20-30 personalities in one class setting and it is the teacher’s task to teach to every one of them. The teacher must be able to successfully teach all personalities. There are three common learning styles a teacher can encounter within one class. There are visual learners, auditory

learners, and tactile- kinesthetic learners. The teacher must immediately recognize which student belongs in which learning group and formulate their lesson plans accordingly. This section will explain the techniques of how to effectively teach to each style.

### **1. Visual learners**

Visual learners prefer using images, pictures, colors, or maps to systematize information and communicate with the people in their group. The visual learner has a very good spatial sense, which means they have a good sense of direction. Visual learners love to see things written down on the chalkboard and like to see pictures, and groups separated by colors. Teachers can respond to visual learners by practicing activities that involve writing down notes, color coordinating ideas, grouping ideas, watching videos, using flashcards and helping the practice using highlighters, underlining and circling words. To teach *Genesis B* to visual learners, the teacher can, as discussed before, start the class off by having them write their thoughts into a journal. The teacher can then ask the students to explain their ideas to the class and, as the students give their thoughts, the teacher, or designated recorder, can write the ideas on the white board as they are listed. This way, the students can see what the various themes are of the poem while developing their brainstorming skills. The teacher can also formulate an academic power point presentation that includes pictures and notes that the students can copy down in their notes. With this technique, as the teacher talks and explains what he wants to cover in the lecture, the visual students can follow along by seeing and learning the way in which they learn best.

## **2. Auditory learners**

Auditory learners learn the best by listening to information and do not necessarily have to see it written down or grouped. Auditory characteristics include strong linguistic skills and enhanced vocabulary; these students tend to be bi-lingual. Auditory learners have a sense of picking out details and remembering them to articulate their own ideas which explain their strong conversational ability. Auditory learners are usually musically inclined and can normally pick up rhythms and tones very quickly. When teaching *Genesis B* to students, the teacher can teach auditory learners by having students remember lines of the poem and repeat them in class for extra credit. Auditory learners do well when speaking in front of their peers and allowing these particular students to communicate through learning will help them retain the information. Taping lectures and offering them to students can also help auditory learners. The teacher can incorporate visual teaching techniques and auditory teaching techniques by choosing students to be in charge of duties each class period. The teacher can break the students into groups; each group consisting of a particular type of learner. If a visual student is in charge of listing the group's ideas on one sheet of paper to turn in, the auditory student can be in charge of announcing the ideas the group came up with and articulating the group's ideas to the class.

## **3. Tactile-kinesthetic learners**

Tactile-kinesthetic learners are students who learn best through hands on activity. Tactile-kinesthetic learners usually prefer playing sports, they are good at acting and role playing, they like science, they prefer action movies, and they like to dance.

Tactile-kinesthetic learners learn best by role playing, studying in groups, field trips, flash cards and building. Teachers can teach *Genesis B* to tactile-kinesthetic students by allowing students break up the poem and interpret it physically. The teacher can allow the students to act out God and Satan as earlier discussed and encourage them to split into groups and build a three dimensional diagram of the various themes within poem. The teacher can incorporate visual, auditory, and tactile-kinesthetic students into the lesson when the teacher breaks the students into groups and has them formulate examples of the literary devices used by the author. For example, the tactile-kinesthetic learners of the group can read aloud the lines in which the literary device is used in the poem. The students can role-play with another tactile-kinesthetic student and act out the scene in which the literary device is used. The class can then identify what literary device is being used as an activity. This way, all learners are included into the activity of that day and each student can successfully retain the information of the lesson.

According to Jane Buerger,

[m]ulti-sensory strategies...describes characteristics of visual, auditory and tactile-kinesthetic learners, along with strategies and sample lesson plans for working with these groups. To summarize, visual learners benefit from the use of pictures, graphs and PowerPoint presentations that accompany a lecture or discussion. Auditory learners will benefit from the class discussions and oral explanations. Tactile-kinesthetic learners...might do better if they are allowed to stretch or move during the class. Games and manipulatives are also helpful. Combining these activities into a lesson can add welcome variety for all students and can provide each individual learner

with an activity that engages his or her own unique style of perception  
(Buerger 2009)

Teaching tactile-kinesthetic students can be fun, intuitive, and insightful.  
Incorporating each learning style into the lesson in which all students can be involved  
can be tactile-kinesthetic itself.

## **VI. How to lessen stress within the classroom when teaching *Genesis B*.**

According to an article by Jerusha Conner, students who have been pressured to succeed have “been cheating, [and] pulling all nighters to study, becoming depressed and seeking relief in drug use and self- mutilation” (Conner 2010). Students are becoming increasingly stressed about passing standardized tests and entire grade levels which directly affects their way they learn. Students cram notes just to pass the next test and immediately forget what they learned to make room for the test they have scheduled the very next week. Conner and his colleagues performed a study to explore the causes of school related stress and examined several ways to lessen it. Conner states that “[f]rom 2006 to 2008, we gathered data from 3,645 students, attending seven high-performing high schools in the California bay area. Many students reported feeling stressed out, overworked, and sleep deprived. They spoke of the tolls of stress on their mental and physical well-being and on their ability to learn academic material” (Conner 2010).

We see that from Conner’s research, teachers must find an alternative to getting their students on the path to success. In Texas, students are required to pass the standardized test TAKS, in order to graduate high school. In some cases, the kids who

fail the test reflect the quality of the teacher, the principal, and the school in its entirety. As a result of this, the schools that perform poorly on these tests tend to gear the teachers to teach more towards passing the TAKS test and leave little leeway for failure. This method of teaching stresses students out and requires them to stay up late, miss meals, and be less involved in extra-curricular activities because the focus of the school is TAKS. One student in Conner's research states that, "[f]or some reason all teachers love to assign huge amounts of homework on the same nights, which keeps me awake till all hours trying to find the best possible answers because there is a lot of pressure put on us kids to do so well" (Conner 2010). Conner's research reported that on average students reported sleeping 6.8 hours of sleep each week night. Experts in Conner's field recommend that teens this age need 9.25 hours per week night. One student stated "[t]here are times I do school work from 3 p.m. to 3 a.m. even when I don't procrastinate" (Conner 2010).

We see that students are overwhelmed with too much school work by our teachers. We can note the steady decrease in the retention of material taught in classroom as the amount of homework assigned increases. One student comments on the issue when he remarks, "I just want more time to sleep and maintain a healthy lifestyle, but school keeps inundating me with work and tests at such a fast and constant rate that I'm always tired and stressed" (Conner 2010). So how can we revamp the way our teachers teach and relieve some of the stresses our students have? How can we ensure they are learning at a steady pace while avoiding overloading them with tasks that keep them awake late hours each night?

An invention plan called “Challenge Success” has been proven effective for the schools that participated in the research study. The Stanford University School of Education developed several strategies in which schools could better balance their student’s learning. Their practices “reduce[d] student stress and promote[d] greater student engagement, academic integrity, health, and well-being” (Conner 2010). Schools began to offer more teacher and faculty guidance to the students, adjust their counseling agendas, and alter the grading systems to better meet the student’s needs. Many students from this study saw a significant improvement in their grades, study habits, and time management as each faculty member worked with the students to help carry out the new initiative. The strategies found most helpful included:

- i. Changes to the schedule: Allowing fewer transitions and more down time or free periods, adding more tutorial time or advisory periods, or going to a block or modified block schedule.
- ii. Staff training and development: Conducting workshops on engagement and alternative assessments.
- iii. Altering exams: Reducing their weight, moving them to before winter break, increasing time between exams and replacing exams with projects (Conner 2010).

The Stanford University School of Education research showed that in their study, over three-quarters of sophomores and juniors experienced less stress with the implantation of one or more of the three changes. Teachers must remember that students are in their adolescent stages that include finding their identity, peer pressure episodes, puberty, home issues, and various other dynamics that students have to balance all



while ensuring they make good grades. Teachers who teach with the mindset of “less stress for our students,” can more effectively deliver information to their pupils who will in turn, lessen the stress on the teachers themselves. Less stressful teens cultivate happier, more mature academic students. According to the U.S. News and World Report, California high schools are ranked third in the country where Texas high schools are ranked fourteenth (U.S. News and World Report 2009). The Stanford University developed a successful method of teaching with less stress, so how can Texas schools teach *Genesis B* with “less stress?”

## **VII. Teaching *Genesis B* with “Less Stress.”**

If we follow some of the steps the students in the Stanford University School of Education performed in their research, and combine the lesson with Dr. Leona English’s suggestions on effectively teaching religious text to students, we can anticipate an interactive, no-stress classroom.

### **1. Changes to the schedule: allowing fewer transitions and more down time or free periods, adding more tutorial time or advisory periods, or going to a block or modified block schedule.**

Giving students an extra 30 minutes a day to take a break from classroom work and dedicate a brief moment to work on homework, ask teachers’ help or catch up on assignments allows them a guaranteed time each day for themselves. Students will know that after their 3<sup>rd</sup> period, for instance, they will have time to edit their essay on global warming for their biology class later that day. In the English classroom teaching *Genesis B*, the teacher can practice time management with his students allotting 15

minutes of down time or reading time every Thursday to either catch up on homework, rest their head, or read, if they wish. Students can use this time to also ask questions to the teacher about the lesson or access the class computer to print out research for a research project.

## **2. Staff training and development: Conducting workshops on engagement and alternative assessments**

Teachers can practice assessing their students differently with this lesson. Since *Genesis B* carries so many themes, literary techniques, and discussion topics, teachers can assess their students' knowledge by asking them to each turn in a paper or paragraph discussing a specific theme. For example, if the lesson plan for the day introduces symbolism to the students, the teacher can assign a specific word used by the author such as "fiend" to one student and the word "token" to another student, etc. The students will write a brief paragraph explaining why the author chose that particular word and what that word does for the reader's interpretation of the text. The teacher can reduce stress by letting them complete the assignment in class in groups instead of assigning it for homework. For instance, the teacher can allot fifteen minutes for each group to articulate six to seven sentences informing the class of what the author portrayed to his reader by selecting a particular word. The students will include what the word literally means and what it means in the text symbolically. The students must use their books to prove their arguments. At the end of the fifteen minutes, the auditory or tactile-kinesthetic students discussed in section V can announce their word and explain to the class their group's findings. The visual learners of each group can be in

charge of recording key points on the white board as their group's presenters give details to the class.

**3. Altering exams: Reducing their weight, moving them to before winter break, increasing time between exams and replacing exams with projects.**

Exams are the way teachers and administrators can judge a student's progress in a subject and can be a way for teacher's to test their student's knowledge in general. Most high school level exams are cumulative and test the student's comprehension of the material taught thus far. However, not all students' skills can be accounted for with written exams. Tactile-kinesthetic learners generally perform less well on written exams than visual and auditory learners. The anxiety of tests to some students also plays a huge role in their low performance on written exams. If it is absolutely necessary to administer written tests, as it is in most high school class settings, the teacher should try weighing their written tests a few points less and weigh class participation a few points more. Students in the Stanford University School of Education research study tended to respond more to interaction rather than homework and written exams. A large number of students regarded homework and exams as "busywork" or "nonsense" and saw no essential value in the material given. If teachers can replace their exams with an individual or group project, teachers can expect their students to be more interested in the material and learn more from it through more hands-on activities.

For example, as discussed in section III, the teacher can replace one of his written exams on *Genesis B* with a translation project. Instead of constructing a small translation assignment in class, the teacher can present a poem to the class written in

Old English and break the poem into larger parts in which the students will translate to Modern English. The students will be expected to write a one or two paragraph reflection on their experience with the translation process. They will note at least two words or sentences that interested them, and two or more words that would not directly translate or in which the new author left out or changed the meaning. With the words that did not directly translate, the students will write the sentence in which each word appeared and what word was used to replace that word in the Modern English version of the poem read in class. The students will use a few sentences of their paragraph articulating their ideas of why the author of the Modern English poem read in class used a particular word to replace the word that would not translate. They will then articulate why the translator changed the meaning or why the translator left the word out completely. The student will be expected to discuss what the replacement word or removed word in the Modern English poem did to the sentence or entire poem. The students will then be expected to draw a conclusion about the act of translation and develop a presentation to explicate their findings to the class.

### **VIII. Observing High School classes to explore various teaching styles.**

March 26, 2010: I observed four English IV classrooms at Lanier High School. I noted as soon as the first class began that the material covered in class was much less than I had anticipated. Each class period was 45 minutes long, and in most cases, shorter than that, as students regularly walked into class several minutes after the bell rang. The first class watched a video on graphic design. The teacher, (teacher A), conducted a lesson on how to successfully publish a YouTube video online for a final class project. I noted that the students sat in pairs and the seats were not assigned. They

were somewhat talkative and during the video, lots of notes were being passed, cell phones were being used, and the whispering of all the students was heard over the blaring projector. I brainstormed ways I could overcome this issue during my lesson.

The second class I observed was conducted by a first year English teacher (teacher B). Teacher B went over a packet that explained how to create a short story. He explained to me as the students got their materials together that the previous week they had been testing (TAKS) and that they were very tired. He explained to me that the previous week they were reading short stories and noting various techniques within each story in which they would learn to use for their own short story. What sparked my interest most about this class is that the classroom seemed somewhat rowdy. I took notes on what I saw, and again, brainstormed ideas on how I could address this issue if it came up in my classroom. I was interested to see how the next two classes would go.

The next English class I observed was Teacher B again for third period. I anticipated the same behavior from the students as his previous class. Between passing periods, as he waited on the students to arrive to the classroom, he asked me a very interesting question. He asked, “are you sure you want to teach seniors?” I responded that I was and asked if teaching seniors changed his mind about his profession. He explained to me that getting feedback from them is very difficult and that their TAKS scored impacted the school so much that almost every lesson he taught was somehow focused on the TAKS. This sparked my interest as he confirmed my research in section VI discussing stress and standardized testing. I noted to myself how I could effectively relay various messages to students depending on their competency.

Teacher B covered the same material as he did with his previous class, however, this time he incorporated much more vocabulary into his instruction and received much more feedback from his class. Teacher B asked several open-ended questions and called on students individually to answer his questions. He explained to the class the difference between protagonists and antagonists, he explained the importance of including the main character's pet peeves and idiosyncrasies in their short story to better define the character, and explained the definition of high fantasy stories/movies. I noticed that just as the last class, Teacher B had to keep re-explaining the instructions to the class because students kept walking in late. I counted by the end of the class that there was 23 students in his class that day; he had to explain his instructions nine separate times. I noticed that this class was also very talkative, but he walked around the class constantly, asking questions to the students to keep them focused on the assignment. In this class, he broke the students up in groups and had them work on the packets together, which seemed more successful. The students were able to read their work to their partner and their partner was prompted by the teacher to give constructive criticism to the reader. The students continued their packets until the bell rang and the teacher dismissed them for the day.

The last class I observed was with Teacher C. This teacher seemed to have a slightly different classroom management style than the first two. She opened her class with a quiz. The students had about ten minutes to finish their quiz and she broke them up into groups of three so they could work on their research project. Something interesting I noticed was the fact that the students addressed the teacher as "Miss." I noted how I could address that issue to my students. The class research project consisted of

researching HIV/AIDS and formulating a three-four page paper on a subtopic such as teens with HIV, pregnancy and AIDS, etc. The class expressed distaste for a paper “that long” which Teacher C rebutted by using me as an example pointing out how college students write papers that can be essentially 40 pages long or more. She persisted to explain to them the benefit of the paper, and I noted her confidence when she spoke.

Teacher C was a very confident and interesting speaker. I noted that even as the students began to get off topic or utter small remarks, her reaction to their behavior was very well-composed. She discussed what primary and secondary sources were in a research paper and how to find them. She discussed active listening since they would each have to interview at least one person for their paper. She let the students break for about twenty minutes to discuss ideas about their paper. She called on each group to announce their ideas to the class and explain the relevance. This method was very successful in engaging them in class discussion; she gave positive feedback, was very attentive, asked open ended questions, prompted quiet students to speak, and kept eye contact to keep attention of each student.

I noticed that the way I anticipated the classrooms to be was completely different than the way turned out. I realized that I had a substantial amount of preparing to do in order to appeal to the students’ interests, grasp their attention, and ensure they retain the material I present to them. I meet with Teacher D’s class Friday, April 16<sup>th</sup> to introduce myself and handout the *Genesis B* poem for them to read over the weekend.

## IX. Visit to the Classroom

April 19<sup>th</sup>, 2010: Today I went to the classroom to visit Teacher D and her students. I prepared two handouts for the students: a simplified version of *Genesis B* (which will be easier for them to comprehend) and a synopsis of my lesson that includes a homework assignment:

Good Morning. My name is Chelsea and I am a student at Texas State University in San Marcos. I am conducting an Honor's Thesis, which is a semester long research project. I have studied a poem called *Genesis B*.

How many people have read *Genesis* in the *Bible* or know the story of *Genesis*?

*Genesis B* is the creation story in the *Bible*; it explains the events of how the Earth was created, how Adam and Eve (the first humans created according to the *Bible*) were created, and how they allowed Satan to trick them into eating the forbidden fruit in the Garden of Eden that God commanded they did not eat.

### **(I went around the room and had each student read each bullet point aloud)**

- a. *Genesis B*, an Old English text, is the second section in the creation story *Genesis*, which describes the fall of Satan and his angels illustrated with experiences and dialogue from Satan, his serpents, Adam, Eve and God. *Genesis B* gives a detailed elaboration of Satan's emotions, thoughts and his plan to sabotage God's kingdom.
- b. With my research I have studied different ways to teach *Genesis B* as literature in a senior level classroom.
- c. *Genesis B* consists of several literary devices including imagery and emotional appeal which the author utilizes to convey how Satan is doomed to Hell for his evil act of ambition to take over God's kingdom of Heaven.
- d. The author elaborates the *Bible* version of *Genesis* to highlight "original sin" and Satan's evil deed.
- e. Satan, in the *Genesis B* version, is characterized as a warlord whose ambition causes him to refuse the rightful authority of his Creator.



f. The consequences for Satan are tragic -- not only for Satan and his followers, but for newly created humanity.

g. Now that Satan has been condemned to Hell, he turns to Adam and Eve, God's precious creation and attempts to get God back for ridding him from Heaven.

h. One of Satan's followers, labeled as the "malignant creature," attempts to persuade Adam and Eve to disobey God so that God's newly created beings will be sent to Hell as he was.

#### So why *Genesis B*?

i. Senior level English classes usually study Old English text such as *Beowulf* as a literary text in which they learn several literary contexts. *Beowulf* and *Genesis B* are both written in alliterative verse and both written by Christian authors with a special purpose for their audiences.

j. The author of *Genesis B* explains the causes and consequences of original sin and *Beowulf* emphasizes the human warrior, the act of vengeance and human ambition using monsters, war, and beautiful poetry.

l. Although *Beowulf* and the Anglo-Saxon *Genesis* are very different poems, they belong not only to similar linguistic contexts, but also to similar literary contexts.

m. I will present *Genesis B* to you to show you a different style of Old English with very similar literary techniques. *Genesis B* is very interesting and vivid; I hope you will enjoy reading it this weekend.

We will discuss the conclusion and several literary techniques in class Monday.

ii. Please read the paragraphs with a star next to them and be prepared to discuss it on Monday.

iii. I will have a short quiz for you to take at the beginning and a small evaluation of the lesson at the end of class.

iv. Be prepared to discuss imagery, emotional appeal, and be prepared to compare the Genesis B version to the Bible Genesis version.

v. We will discuss differences in writing style and emphasis.

vi. Anyone have any questions?

The students seemed very excited about the lesson and I was very pleased with their enthusiasm as they read the bullet points aloud. I meet with the class again Monday to present the lesson to them. I anticipate their response.

### **X. Teaching *Genesis B* to High School Students**

I prepared extra copies of the poem in case some students left their copy at home today. Surprisingly, every student, except those who were absent Friday brought their copy of the poem to class, annotated. I was astounded. I also prepared a handout for the students that included several passages from the King James Bible Version online so that they could compare the writing styles of imagery, language, and dialogue between *Genesis* and *Genesis B*. Before I began the lesson I handed out the quiz that consisted of three short questions:

1. Why did Satan want to sabotage God's kingdom? What did he do to attempt to accomplish that? (2-4 sentences)
2. How many days and nights did the angels fall from Heaven?
3. How did "the fiend" accomplish to get Adam to finally eat the apple? (2-3 sentences)

I gave the students 5 minutes to complete the quiz. As the students handed back their quizzes I asked them how well they like the poem. The students responded with

lots of enthusiasm and eagerness; they showed interest in the poem but told me some words and paragraphs were unclear to them. I noted some of them and assured them that we would discuss their questions. I proceeded to go over the answers to the quiz with them. I displayed the active listening I observed with Teacher C and invited the students to give me their own interpretations of the poem. After we finished with going over the answers of the quiz, I moved on to the lesson plan.

I started off by handing out a copy of the King James Version of *Genesis* which I found online. I asked them to take thirty seconds to briefly read over it and note differences between the two versions of poems. The first elements they noticed were length and dialogue. They noticed that *Genesis B* was longer and had more conversation between the characters. I asked them open-ended questions to get them to articulate why there was such a big difference in length and dialogue. We spent about ten minutes discussing the differences between the poems.

We proceeded to discuss differences in writing style, emotional appeal and the various messages depicted by the author. The students asked several clarifying questions and I wrote their responses on the board for the visual learners of the group. As I would ask the students questions, I would write down their responses on the white board. I noted that several students took notes on their handouts, which helped me identify them as visual learners.

When we discussed figurative language, I had each student read a brief passage of *Genesis B* to get the students involved in the poem and appeal to the tactile-kinesthetic learners of the class. Several students volunteered to read passages from the

text that included dialogue from Satan, Satan's messenger, and Adam when he rebukes the messenger in the garden. I noticed that the more students would read, the more involved they were in the lesson. I proceeded to ask the question of why imagery and figurative language affects the way the story is depicted. I asked them what the differences were in the portrayal of Adam, Eve, Satan, God, and the serpent. The students responded with several answers and I listed them on the board.

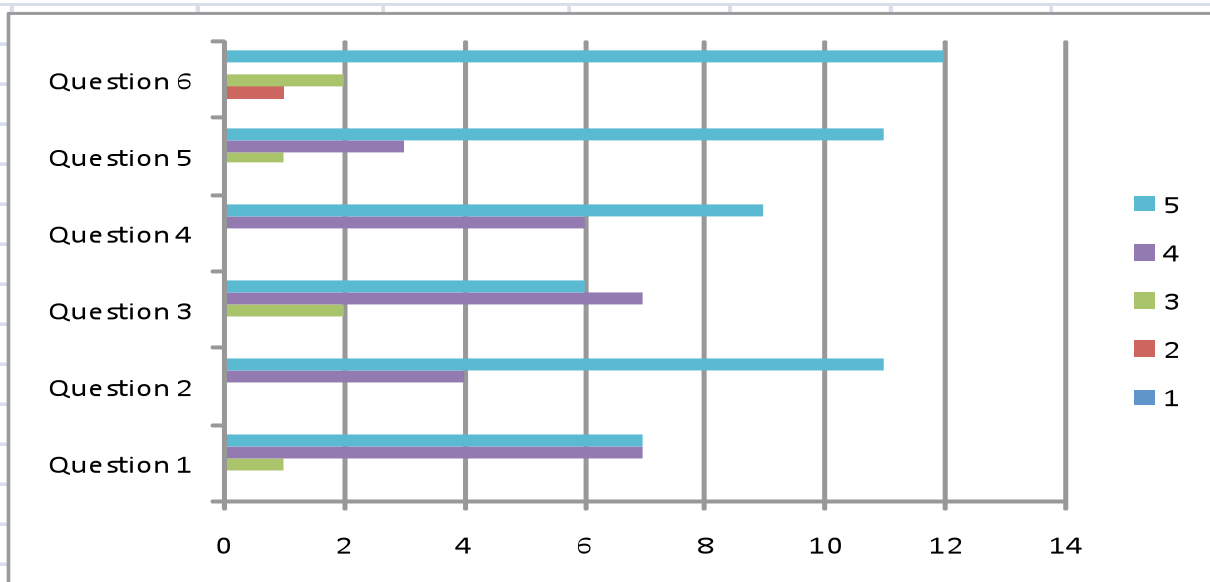
I discussed denotative and connotative uses of words within the text. I quizzed the students and asked them what they knew about the differences in denotative and connotative uses of words. The students had no answer at first. As I explained to them the differences and gave them several examples like "home" meaning security, or "door" meaning gateway, I asked them to pick out various examples of how the author of *Genesis B* uses connotative words. They immediately gave me answers that described God and Satan, Adam and Eve, etc. I was very pleased with how well they caught on to the importance of this technique.

We discussed men/women portrayal by the author. We discussed why in the *Bible* version of *Genesis B* the serpent goes to Eve first, but in *Genesis B*, the serpent goes to Adam, gets turned down, and then goes to Eve. The students and even the teacher got involved in this discussion. They gave me several examples of why they thought the author portrayed each character the way they did and I continued to brainstorm their ideas on the board so students could take notes, or visually see the ideas and better comprehend the material. We compared the *Genesis B* serpent to the *Genesis* serpent. We also compared the emotional appeal the author used in expressing the manipulation used to trick Eve into eating the fruit to the *Genesis* version.

I opened up the floor at this point for questions and a few students asked me questions to clarify certain points in the poem. Overall, it seemed like the students grasped what I presented to them and engaged very heavily in the discussion. I then ended the day by handing out an evaluation of my lesson and asked them to not put their name on them in order to get an honest response. The evaluation consisted of six questions in which they rate 1-5 with 1 being strongly disagree, 3 being neutral, and 5 being strongly agree. I asked six questions:

1. This poem consisted of material relevant to the matter taught throughout the semester.
2. The material presented by the instructor was clear and easy to understand.
3. The material presented by the instructor was valuable in preparing for upcoming exams.
4. This poem was engaging, one I would recommend for other classes to read and study.
5. I was interested in the lesson and the material presented by the instructor.
6. I learned something new from the lessons.

Table 1. Results of Student Evaluations



## **XI. Concluding Remarks**

Overall I am very pleased with the research I conducted this semester and the final product of a lesson plan presented to a group of bright students who absolutely loved the material is worth every minute of my time spent on this project. To see ideas spark from these students, to listen to them embrace a poem that I was taught as a second year *college* student, and to see them taking notes and engaging in the discussion was very gratifying. Honestly speaking, when I left the high school the day of the observations, I had much anxiety about how I would propose material as difficult as *Genesis B* and anticipated how I would get them to respond to my questions. I was surprised when, not only did they respond to my questions, but they asked questions themselves and fully embraced the poem as if it had no religious background at all. They understood that this poem would only be read as literature, not as a religious piece, and enveloped all of the literary aspects I asked them to focus on.

Throughout my research this semester I have read about several teaching styles and ways to teach religious literature. I have studied about learning styles and how to teach with less stress. I've examined how to engage each student in the lesson as well as several other elements of teaching. What I can say was most helpful was the area where I studied the different learning styles. In my lesson I was conscious in my teaching strategies when I broke my lesson up into learning sections. At one point I had students writing, at one point I had students reading aloud, and throughout the class period, I wrote on the board so students could remember ideas given by other students.

Being confident in what I presented to the students was the most difficult part of my lesson. I had to swallow all of my anxieties and teach a poem that I have never presented before. I have studied this poem now for over a year and am very comfortable speaking about it; however, when there are students who are asking questions all at once, it is easy to get a bit overwhelmed. However, I remembered Teacher C's confidence in her voice, poise and presence within her classroom, remembered to speak slowly and surely and remained confident in what I presented. I also remembered Teacher B's question to me during the passing period the day of my observation when he asked, "Are you sure you want to teach seniors?" I also remember my response, "Yes, I am, Sir."

*Genesis B* has proven to be a great success in high school classrooms if taught carefully and effectively. By simply sticking to the guidelines mapped in my discussion, *Genesis B* will introduce several references to literary techniques, history, writing styles, vocabulary, and research methods to students that can well prepare students for a college setting. Diverging into a completely new genre of writing and deviating away from standard Texas high school English curriculum will launch an array of new writing students can study. With *Genesis B*, not only can teachers can fulfill the TEKS requirements by teaching the poem as a literary text, but teachers can spark student interest, engage them in writing they have never seen before and promote change in the present-day classroom.

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## Appendix I: Lesson Plan

*Genesis B* Lanier High School 04.22.2010

1. Comparing OE version to the one in Genesis.
2. Focus on imagery ( the demon's lies, how Eve is described physically).
3. Focus on denotative/connotative words
4. Focus on psychology--why does the demon succeed with Eve and not with Adam?

1. Comparing OE version to the one in Genesis.  
Read GENESIS A FIRST.

Genesis 3 (New International Version)

The Fall of Man

What are the differences seen right off the bat when comparing the two versions?

BRAINSTORM ON BOARD

- i. Length
- ii. Dialogue
- iii. Adjectives difference between underlined adjective in original version and B version as the author of the original version just uses nouns, B version uses lots of vivid adjectives to express authority.
- iv. Emotion

### GENESIS KING JAMES VERSION

15 ¶ And the LORD God took the man, and put him into the garden of Eden to dress it and to keep it.

16 And the LORD God commanded the man, saying, Of every tree of the garden thou mayest freely eat:

17 but of the tree of the knowledge of good and evil, thou shalt not eat of it: for in the day that thou eatest thereof thou shalt surely die.

18 ¶ And the LORD God said, *It is* not good that the man should be alone; I will make him a help meet for him.

<sup>1</sup> Now the serpent was more crafty than any of the wild animals the LORD God had made. He said to the woman, "Did God really say, 'You must not eat from any tree in the garden'?"

<sup>2</sup> The woman said to the serpent, "We may eat fruit from the trees in the garden, <sup>3</sup> but God did say, 'You must not eat fruit from the tree that is in the middle of the garden, and you must not touch it, or you will die.' "

<sup>4</sup> "You will not surely die," the serpent said to the woman. <sup>5</sup> "For God knows that when you eat of it your eyes will be opened, and you will be like God, knowing good and evil."

<sup>6</sup> When the woman saw that the fruit of the tree was good for food and pleasing to the eye, and also desirable for gaining wisdom, she took some and ate it. She also gave some to her husband, who was with her, and he ate it. <sup>7</sup> Then the eyes of both of them were opened, and they realized they were naked; so they sewed fig leaves together and made coverings for themselves.

<sup>8</sup> Then the man and his wife heard the sound of the LORD God as he was walking in the garden in the cool of the day, and they hid from the LORD God among the trees of the garden. <sup>9</sup> But the LORD God called to the man, "Where are you?"

<sup>10</sup> He answered, "I heard you in the garden, and I was afraid because I was naked; so I hid."

<sup>11</sup> And he said, "Who told you that you were naked? Have you eaten from the tree that I commanded you not to eat from?"

<sup>12</sup> The man said, "The woman you put here with me—she gave me some fruit from the tree, and I ate it."

<sup>13</sup> Then the LORD God said to the woman, "What is this you have done?"  
The woman said, "The serpent deceived me, and I ate."

<sup>14</sup> So the LORD God said to the serpent, "Because you have done this,  
"Cursed are you above all the livestock  
and all the wild animals!  
You will crawl on your belly  
and you will eat dust  
all the days of your life.

## GENESIS B VERSION

He took the  
form of a serpent, coiled round the tree of death by devil's  
craft, and plucked the fruit, and turned aside again where he  
beheld the handiwork of the King of heaven. And the evil one in  
lying words began to question him:

(ll. 496-506) "Hast thou any longing, Adam, unto God? His service brings me hither from afar. Not long since I was sitting at His side. He sent me forth upon this journey to bid thee eat this fruit. He said thy strength and power would increase, thy mind be mightier, more beautiful thy body, and thy form more fair. He said thou wouldest lack no good thing on the earth when thou hast won the favour of the King of heaven, served thy Lord with gladness, and deserved His love.

(ll. 507-521) "In the heavenly light I heard Him speaking of thy life, praising thy words and works. Needs must thou do His bidding which His messengers proclaim on earth. Broad-stretching are the green plains of the world, and from the highest realms of heaven God ruleth all things here below. The Lord of men will not Himself endure the hardship to go upon this journey, but sendeth His ministers to speak with thee. He sendeth tidings unto thee to teach thee wisdom. Do His will with gladness! Take this fruit in thy hand; taste and eat. Thy heart shall grow more roomy and thy form more fair. Almighty God, thy Lord, sendeth this help from heaven."

- a. What are the major differences between the two writing styles?
- b. Why does the serpent go to Eve first in the Bible version and to Adam first in *Genesis B*?
- c. What is the author trying to depict when he alters the events in the original story? What message is he trying to portray?

## 2. Focus on imagery, the demon's lies, how Eve is described physically:

What is figurative language?

i. Figurative language is described as speech that contains images and scenery. The writer, "describes something through the use of unusual comparisons, for effect, interest, and to make things clearer. The result of using this technique is to emphasize "the creation of interesting images. Figurative language exists in an abundant amount of literature as it is a very intimate, appealing, and relative way to depict meaning and understanding of thoughts from the author to the reader.

ii. In *Genesis B*, the author uses figurative language to emphasize the condition in which Satan exists. To fully maximize the level of torment Satan is in for the crime he commits, the author, by using descriptive language, adjectives and emotion, gives the best opportunity of understanding for his audience. The author throughout the remainder of the text continuously implies that God is the sole ruler and that Satan deserves the ultimate punishment for attempting to sabotage God's kingdom.

The author starts by stating, "Then Almighty God, High Lord of heaven, was filled with wrath, and hurled him from his lofty throne. He had gained his master's hate, and lost His favor" (Genesis B translation 299-300). The text continues with the author using imagery, highlighting Satan's torment by marking:

(ll. 355-367) "This narrow place is little like those other realms we knew, on high in heaven, allotted by my Lord, though the Almighty hath not granted us to hold our state, or rule our

kingdom. He hath done us wrong to hurl us to the fiery depths of hell, and strip us of our heavenly realm. He hath ordained that human kind shall settle there. That is my greatest grief that Adam -- wrought of earth -- should hold my firm-set throne and live in joy, while we endure this bitter woe in hell.

(ll. 368-388) "Alas! could I but use my hands and have my freedom for an hour, one winter hour, then with this host I would -- But bands of iron crush me down, the bondage of my chains is heavy. I am stripped of my dominion. Firmly are hell's fetters forged upon me. Above me and below a blaze of fire! Never have I seen a realm more fatal -- flame unassuaged that surges over hell. Ensnaring links and heavy shackles hold me. My ways are trammelled up; my feet are bound; my hands are fastened. Closed are the doors of hell, the way cut off. I may not escape out of my bonds, but mighty gyves of tempered iron, hammered hot, press hard upon me. God hath set His foot upon my neck. So I know the Lord of hosts hath read the purpose of my heart, and knew full well that strife would grow between our host and Adam over the heavenly realm, had I the freedom of my hands.

- d. How does imagery affect the way the text is depicted? What are the differences in the portrayal of Satan, the serpent, God, Adam and Eve with the A and B versions?
- e. How is Eve described? (BRAINSTORM ON BOARD)
- f. Adam?
- g. God?
- h. Serpent?
- i. Satan? (no power, the serpent does the dirty work, Satan remains locked in chains...) Why?
- j. \*WHY DOES THE AUTHOR USE EMOTIONAL APPEAL TO DESCRIBE THE CONDITION OF SATAN? WHAT DOES THIS DO TO THE READER?

Also in lines 409-16 where Satan exclaims:

(ll. 389-400) "But now we suffer throes of hell, fire and darkness, bottomless and grim. God hath thrust us out into the black mists. He cannot charge upon us any sin or evil wrought against Him in His realm! Yet hath He robbed us of the light and cast us into utter woe. Nor may we take revenge, nor do Him any evil because He stripped us of the light. He hath marked out the borders of the world, and there created man in His own image, with whom He hopes again to people heaven, with pure souls. We needs must ponder earnestly to wreak this grudge on Adam, if we may, and on his children, and thwart His will if so we may devise.

(ll. 425-437) "My soul is sorrowful within me, my heart is sore, that they should hold the heavenly realm for ever. But if in any wise some one of you could bring them to forsake God's word and teaching, soon would they be less pleasing unto Him! If they break His commandment, then will His wrath be kindled. Their high estate shall vanish; their sin shall have requital, and some grim penalty. Take thought now how ye may ensnare them. I shall rest softly in these chains if they lose heaven. Whoso shall bring this thing to pass shall have reward for ever, of all that we may win to our advantage, amid these flames.

k. Describe the imagery and the emotion in this paragraph. What is Satan trying to say? Does it make you feel sorry for him? What is the author's intent?

Satan's expression of anger and resentment towards God, Adam, and Eve by using vivid imagery and emotional diatribes represents how the author utilizes the technique of figurative language. These words and phrases allow the audience to picture and comprehend the torture Satan and his followers are experiencing.

### 3. Denotative/Connotative uses of words.

Denotative use of a word is the explicit or dictionary meaning of a word.  
Connotative use of a word is what a person associates a word with

For example: home means a place of security, comfort, and family.

In *Genesis B* the author uses Connotative words as synonyms to associate the "fiend" or "God's enemy" with the evil serpent and Satan.

What are some other connotations does the author use? Why?

- a. Connotative words are very subjective and depending of the interpreter, may not always have the same meaning.
- b. The author utilizes the tool of denotative and connotative words to convey various alter- meanings to the audience. For example, the infamous snake we see in the *Bible* that tricks Adam and Eve into eating the forbidden fruit is mentioned in *Genesis B* as both a creature and the most evil of beings. The author describes Satan's messenger turning into a snake then each time the

author addresses the snake, he uses a negative adjective to emphasize his evilness. This technique gives the reader a negative connotation of the word “snake” so that each time they see the word “snake” or see a negative adjective like “the fiend” they remember the evil messenger and remember that he is God’s enemy. The author writes:

(487-91) He took the  
form of a serpent, coiled round the tree of death by devil's  
craft, and plucked the fruit, and turned aside again where he  
beheld the handiwork of the King of heaven. And the evil one in  
lying words began to question him:

- c. Discuss the use of negative connotative words in this text? What does this do to the reader as they progress through the poem? Does it give bias towards who to trust? What does the author imply?
  - d. Discuss the use of positive connotative words. What is the author doing with this technique? Does it make you side more with God? Why does the author portray each figure this way? What is the overall intent?
4. Psychology: Why does the serpent succeed with Eve and not Adam initially? What does the text say about women? What does the author imply?

Adam ultimately stands up the serpent when he tells him:

“(ll. 522-546) And Adam, first of men, answered where he stood on earth: "When I heard the Lord, my God, speaking with a mighty voice, He bade me dwell here keeping His commandments, gave me this woman, this lovely maid, bade me take heed and be not tempted to the tree of death and utterly beguiled, and said that he who taketh to his heart one whit of evil shall dwell in blackest hell. Though thou art come with lies and secret wiles, I know not that thou art an angel of the Lord from heaven. Lo! I cannot understand thy precepts, thy words or ways, thy errand or thy sayings. I know what things our Lord commanded when I beheld Him nigh at hand. He bade me heed His word, observe it well, and keep His precepts. Thou art not like to any of His angels that ever I have seen, nor hast thou showed me any token that my Lord hath sent of grace and favour. Therefore I cannot hearken to thy teachings. Get thee hence! I have my faith set firm upon Almighty God, who with His own hands wrought me. From His high throne He giveth all good things, and needeth not to send His ministers."

- a. Adam rebuts the serpent until finally he moves on to Eve. What does the serpent say to Eve that finally gets her to eat the apple? What techniques did he use?

Compare the original Genesis serpent with the Genesis B serpent (emotional appeal.)

- b. Finally, Eve gives in and eats the apple then turns to Adam and gets him to eat it too. Does she deceive him like the original Genesis text implies or does she have a valid explanation? Compare the Genesis B and Genesis versions.

### GENESIS KING JAMES VERSION

Now the serpent [Rev. 12.9](#) ; [20.2](#) was more subtle than any beast of the field which the LORD God had made. And he said unto the woman, Yea, hath God said, ye shall not eat of every tree of the garden?

2 And the woman said unto the serpent, We may eat of the fruit of the trees of the garden:

3 but of the fruit of the tree which *is* in the midst of the garden, God hath said, Ye shall not eat of it, neither shall ye touch it, lest ye die.

4 And the serpent said unto the woman, Ye shall not surely die:

5 for God doth know that in the day ye eat thereof, then your eyes shall be opened, and ye shall be as gods, knowing good and evil.

6 And when the woman saw that the tree *was* good for food, and that it *was* pleasant to the eyes, and a tree to be desired to make *one* wise, she took of the fruit thereof, and did eat, and gave also unto her husband with her; and he did eat.

### GENESIS B VERSION

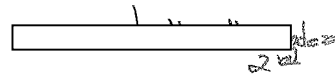
"I know God's anger will be roused against you,  
when from this journey through far-stretching space I come again  
to Him, and bring this message, that ye refuse to do His bidding,  
as He hath sent commandment hither from the East. He needs must  
come to speak with you, forsooth, nor may His minister proclaim  
His mission! Truly I know His wrath will be kindled against you  
in His heart!

(ll. 559-587) "But if thou, woman, wilt hearken to my words, thou  
mayest devise good counsel. Bethink thee in thy heart to turn  
away His vengeance from you both, as I shall show thee. Eat of  
this fruit! Then shall thine eyes grow keen, and thou shalt see  
afar through all the world, yea! unto the throne of God, thy  
Lord, and have His favour. Thou mayest rule the heart of Adam,  
if thou incline to do it and he doth trust thy words, if thou  
wilt tell him truly what law thou hast in mind, to keep God's  
precepts and commandments. His heart will cease from bitter  
strife and evil answers, as we two tell him for his good. Urge  
him earnestly to do thy bidding, lest ye be displeasing to the  
Lord your God. If thou fulfill this undertaking, thou best of  
women, I will not tell our Lord what evil Adam spake against me,  
his wicked words accusing me of falsehood, saying that I am eager  
in transgression, a servant of the Fiend and not God's angel.  
But I know well the angel race, and the high courts of heaven.  
Long ages have I served the Lord my God with loyal heart. I am  
not like a devil."



(ll. 588-599) So he urged with lies and luring wiles, tempting  
the woman unto sin, until the serpent's counsel worked within her  
-- for God had wrought her soul the weaker -- and her heart  
inclined according to his teaching. Transgressing God's  
commandment, from the fiend she took the fatal fruit of the tree  
of death. Never was worse deed wrought for men! Great is the  
wonder that Eternal God, the Lord, would let so many of His  
thanes be tricked with lies by one who brought such counsel. She  
ate the fruit and set at naught the will and word of God.

## Appendix II: Student Quizzes & Evaluations



Genesis B Quiz  
McCall 04-19-2016

1. Why did Satan want to sabotage God's kingdom? What did he do to attempt to accomplish that? (2-4 sentences)

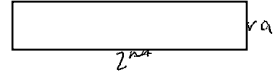
Because he thought that he was the same or more powerful than God. He planned to get an "army" together to form his own kingdom in another realm.

2. How many days and nights did the angels fall from Heaven?

3 days and 3 nights.

3. How did "the fiend" accomplish to get Adam to finally eat the apple? (2-3 sentences)

First he tried to get Adam by telling him lies, but Adam really didn't listen to him. Then the fiend went to Eve and tried to convince her and he succeeded. Then Eve went with Adam and convince him to eat the apple. Adam felt for what his partner told him and he finally ate the apple.



Goal 8 Quiz  
MCCAF 04-19-2016

1. Why did Satan want to sabotage God's kingdom? What did he do to attempt to accomplish that? (2-4 sentences)

Satan wanted to sabotage God's kingdom because God had banished them from heaven into hell. Satan attempted to fulfill revenge by making Adam disobey God's command.

2. How many days and nights did the angels fall from Heaven?

3 days and 3 nights.

3. How did "the fiend" accomplish to get Adam to finally eat the apple? (2-3 sentences)

The fiend accomplished to get Adam to finally eat the apple by first making Eve eat the apple. Then, afterwards Eve was tempting Adam to take a bite because it would make him more open minded and that God would never find out.

1. Why did Satan want to sabotage God's kingdom? What did he do to attempt to accomplish that? (2-4 sentences)

Satan want to sabotage God's kingdom because he doesn't want to under God rule anymore. He try to plane a revolt with other angel.

2. How many days and nights did the angels fall from Heaven?

3. How did "the fiend" accomplish to get Adam to finally eat the apple? (2-3 sentences)

The fiend accomplish get Adam to finally eat the apple by get Eve to believe him he a messenger of god. The fiend said by eating the apple it will save them from god wrath through the messenger.

4-19-10

1. Why did Satan want to sabotage God's kingdom? What did he do to attempt to accomplish that? (2-4 sentences)

Satan wanted to sabotage God's kingdom because he was power hungry. Satan felt as though he had just as high of a following as God did.

2. How many days and nights did the angels fall from Heaven?

40?

3. How did "the fiend" accomplish to get Adam to finally eat the apple? (2-3 sentences)

"The fiend" accomplished to get Adam to finally eat the apple by convincing Eve to eat an apple and convince Adam to. "The fiend" used the love between them to get Adam to eat the apple.

Genesis 5 Quiz  
12/21/04-12-2010

1. Why did Satan want to sabotage God's kingdom? What did he do to attempt to accomplish that? (2-4 sentences)

Because he was the angel who didn't like following God & wanted heaven to be his kingdom he tried to overthrow God & take over & convinced other angels to follow him.

2. How many days and nights did the angels fall from Heaven?

3 days & 3 nights.

?

3. How did "the fiend" accomplish to get Adam to finally eat the apple? (2-3 sentences)

He tried saying that the fruit brought happiness, when he didn't convince Adam he convinced Eve. He then convinced her to tell Adam to eat it as well.

Genesis B Quiz  
McCall 04-19-2010

1. Why did Satan want to sabotage God's kingdom? What did he do to attempt to accomplish that? (2-4 sentences)

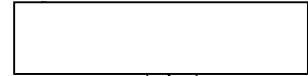
Satan wanted to sabotage God's Kingdom because he wanted to rule himself. He accomplished to get Adam & Eve to eat ~~the~~ the forbidden fruit.

2. How many days and nights did the angels fall from Heaven?

They fell three days & nights.

3. How did "the fiend" accomplish to get Adam to finally eat the apple? (2-3 sentences)

Satan went disguised as a serpent, acting as if he was sent by God. He said lies, for ex. he said God wanted him to eat it, Adam refused. The serpent convinced Eve who ended up convincing Adam, after she ate it.



4/14/10

1. Why did Satan want to sabotage God's kingdom? What did he do to attempt to accomplish that? (2-4 sentences)

Satan wanted to sabotage God's kingdom because he sent him to hell for going against him. To accomplish this he attempted to destroy human kind.

2. How many days and nights did the angels fall from Heaven?

Three nights and days

3. How did "the fiend" accomplish to get Adam to finally eat the apple? (2-3 sentences)

The fiend accomplished Adam to finally eat the apple by turning into a snake and convinced Eve first to eat it.





1. Why did Satan want to sabotage God's kingdom? What did he do to attempt to accomplish that? (2-4 sentences)

Satan wanted to sabotage God's kingdom because he sent him to hell. As a result, he tried to destroy God's creation; human kind and the world.

2. How many days and nights did the angels fall from Heaven?

Seven

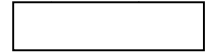
3. How did "the fiend" accomplish to get Adam to finally eat the apple? (2-3 sentences)

The fiend physically turned himself into a snake. Then, he told Adam to eat the apple by telling him how wonderful the fruit was.

Brit. Lit. - 2<sup>nd</sup> period

Chapter 1: Satan  
1607-1610

1. Why did Satan want to sabotage God's kingdom? What did he do to attempt to accomplish that? (2-4 sentences) Satan wanted to be the ruler and wanted the kingdom to himself.
2. How many days and nights did the angels fall from Heaven?  
3 days
3. How did "the fiend" accomplish to get Adam to finally eat the apple? (2-3 sentences)



4-19-10  
2<sup>nd</sup>

1. Why did Satan want to sabotage God's kingdom? What did he do to attempt to accomplish that? (2-4 sentences)

Satan wanted to sabotage God's Kingdom because ~~he~~ Satan believed he was mightier & more powerful than God himself.

2. How many days and nights did the angels fall from Heaven?

3 days

3. How did "the fiend" accomplish to get Adam to finally eat the apple? (2-3 sentences)

April 19, 2010

Genesis B Quiz  
McCall 04-19-2010

1. Why did Satan want to sabotage God's kingdom? What did he do to attempt to accomplish that? (2-4 sentences)

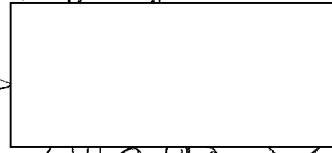
Satan wanted to sabotage God's kingdom because he wanted to be ruler. He wanted the kingdom all to himself.

2. How many days and nights did the angels fall from Heaven?

3 days.

3. How did "the fiend" accomplish to get Adam to finally eat the apple? (2-3 sentences)

He told Eve that if she ate the apple, she would make God very happy. Since he was the creator. Once Eve had eaten the apple she had to convince Adam.



4/19/10

1. Why did Satan want to sabotage God's kingdom? What did he do to attempt to accomplish that? (2-4 sentences)

Satan wanted to be the ruler, he was greater than god!! Satan wanted a kingdom for himself, so he taught about making war.

2. How many days and nights did the angels fall from Heaven?

3 days

somewhat like  
God's Kingdom

3. How did "the fiend" accomplish to get Adam to finally eat the apple? (2-3 sentences)

He told Eve that she could see beyond the kingdom if she ate, it would make God very happy since he was a minister from God. He tempted Eve to do it, and after Eve ate it, Eve convinced Adam to eat it.

1. Why did Satan want to sabotage God's kingdom? What did he do to attempt to accomplish that? (2-4 sentences)

Satan wanted to sabotage God's kingdom because he believed God had too much power and he thought he should have power as well. Satan tried to destroy his creation, humankind.

2. How many days and nights did the angels fall from Heaven?

3.

3. How did "the fiend" accomplish to get Adam to finally eat the apple? (2-3 sentences)

The fiend accomplished to get Adam to finally eat the apple by telling him it wasn't bad to eat it, good things will happen.

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Genesis B Quiz  
M: Call 64-19-2010

1. Why did Satan want to sabotage God's kingdom? What did he do to attempt to accomplish that? (2-4 sentences)  
He was ~~also~~ <sup>the</sup> fellow of God. He ~~was~~ <sup>has</sup> same power as the others ~~can~~ <sup>had</sup>. He was feeling left out. He wanted to create a riot.
  
2. How many days and nights did the angels fall from Heaven?  
3 days and 4 nights
  
3. How did "the fiend" accomplish to get Adam to finally eat the apple? (2-3 sentences)  
He convinced him that all the fruits were made for him and that if she eat it he could. That God did that just to make them past hunger.

Evaluation  
(No name necessary)

1-Strongly Disagree 2- Disagree 3-Neither 4-Agree 5-Strongly Agree

1. This poem consisted of material relevant to the matter taught throughout the semester.

1 2 3 4 5

2. The material presented by the instructor was clear and easy to understand.

1 2 3 4 5

3. The material presented by the instructor was valuable in preparing for upcoming exams.

1 2 3 4 5

4. This poem was engaging; one I would recommend for other classes to read and study.

1 2 3 4 5

4. I was interested in the lesson and the material presented by the instructor.

1 2 3 4 5

6. I learned something new from the lesson.

1 2 3 4 5

Please give feedback on the lesson presented today. Include your thoughts on what you liked best, what could use improvement, and what part of the material you thought was most valuable. Use the back of the paper if necessary.

The story was interesting; I felt like the questions were repeated. But everything else was very interesting & attention grabbing



Evaluation  
(No name necessary)

1-Strongly Disagree 2- Disagree 3-Neither 4-Agree 5-Strongly Agree

1. This poem consisted of material relevant to the matter taught throughout the semester.

1 2 3 (4) 5

2. The material presented by the instructor was clear and easy to understand.

1 2 3 4 (5)

3. The material presented by the instructor was valuable in preparing for upcoming exams.

1 2 3 (4) 5

4. This poem was engaging; one I would recommend for other classes to read and study.

1 2 3 (4) 5

4. I was interested in the lesson and the material presented by the instructor.

1 2 3 4 (5)

6. I learned something new from the lesson.

1 2 3 4 (5)

Please give feedback on the lesson presented today. Include your thoughts on what you liked best, what could use improvement, and what part of the material you thought was most valuable. Use the back of the paper if necessary.

What I liked was the descriptive of the story. It went into detail and helped me understand more.

Evaluation  
(No name necessary)

1-Strongly Disagree 2- Disagree 3-Neither 4-Agree 5-Strongly Agree

1. This poem consisted of material relevant to the matter taught throughout the semester.

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1 2 3 4 5

Please give feedback on the lesson presented today. Include your thoughts on what you liked best, what could use improvement, and what part of the material you thought was most valuable. Use the back of the paper if necessary.

It make me more open minded of  
how stories won't give you enough feedback  
to tell you how things happen.

Evaluation  
(No name necessary)

1-Strongly Disagree 2- Disagree 3-Neither 4-Agree 5-Strongly Agree

1. This poem consisted of material relevant to the matter taught throughout the semester.

1 2 3 4 (5)

2. The material presented by the instructor was clear and easy to understand.

1 2 3 4 (5)

3. The material presented by the instructor was valuable in preparing for upcoming exams.

1 2 3 (4) 5

4. This poem was engaging; one I would recommend for other classes to read and study.

1 2 3 (4) 5

4. I was interested in the lesson and the material presented by the instructor.

1 2 3 4 (5)

6. I learned something new from the lesson.

1 2 3 4 (5)

Please give feedback on the lesson presented today. Include your thoughts on what you liked best, what could use improvement, and what part of the material you thought was most valuable. Use the back of the paper if necessary.

I enjoy the participation of all of us. It was very help full because it help me to compare figure A/E language to past read ~~stories~~ histories. the presentation it is very explanatory and help full to the topic we had read.

Evaluation  
(no name necessary)

1-Strongly Disagree 2- Disagree 3-Neither 4-Agree 5-Strongly Agree

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1 2 3 4 5

6. I learned something new from the lesson.

1 2 3 4 5

Please give feedback on the lesson presented today. Include your thoughts on what you liked best, what could use improvement, and what part of the material you thought was most valuable. Use the back of the paper if necessary.

I really liked the lesson and also the story that was used for it. I ~~would~~ would recommend to involve a recent event or idea that would be related to the story.

Evaluation  
(Name necessary)

1-Strongly Disagree 2- Disagree 3-Neither 4-Agree 5-Strongly Agree

1. This poem consisted of material relevant to the matter taught throughout the semester.

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2. The material presented by the instructor was clear and easy to understand.

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1 2 3 4 5

4. This poem was engaging; one I would recommend for other classes to read and study.

1 2 3 4 5 definitely

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1 2 3 4 5

6. I learned something new from the lesson.

1 2 3 4 5

Please give feedback on the lesson presented today. Include your thoughts on what you liked best, what could use improvement, and what part of the material you thought was most valuable. Use the back of the paper if necessary.

Really liked it

Evaluation  
(No name necessary)

1-Strongly Disagree 2- Disagree 3-Neither 4-Agree 5-Strongly Agree

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6. I learned something new from the lesson.

1 2 3 4 5

Please give feedback on the lesson presented today. Include your thoughts on what you liked best, what could use improvement, and what part of the material you thought was most valuable. Use the back of the paper if necessary.

I like talking about what we read. Its interesting, a class discussion. I can listen to new ideas and theories. Awesome teacher.

Evaluation  
(No name necessary)

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6. I learned something new from the lesson.

1 2 3 4 5

Please give feedback on the lesson presented today. Include your thoughts on what you liked best, what could use improvement, and what part of the material you thought was most valuable. Use the back of the paper if necessary.

- What I liked is that you gave a lot of examples.
- Improvement: go more in depth with explaining parts of the story
- I learned more about the tree of knowledge

Evaluation  
(No name necessary)

1-Strongly Disagree 2- Disagree 3-Neither 4-Agree 5-Strongly Agree

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Evaluation  
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Please give feedback on the lesson presented today. Include your thoughts on what you liked best, what could use improvement, and what part of the material you thought was most valuable. Use the back of the paper if necessary.

Feedback  
(No name, just a grade)

1-Strongly Disagree 2- Disagree 3-Neither 4-Agree 5-Strongly Agree

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1 2 3 4 5

6. I learned something new from the lesson.

1 2 3 4 5

Please give feedback on the lesson presented today. Include your thoughts on what you liked best, what could use improvement, and what part of the material you thought was most valuable. Use the back of the paper if necessary.

I think it was very interesting & engaged well with everyone in class. The comparison between the two forms were good to talk about.

Evaluation  
(No name necessary)

1-Strongly Disagree 2- Disagree 3-Neither 4-Agree 5-Strongly Agree

1. This poem consisted of material relevant to the matter taught throughout the semester.

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1 2 3 4 5

6. I learned something new from the lesson.

1 2 3 4 5

Please give feedback on the lesson presented today. Include your thoughts on what you liked best, what could use improvement, and what part of the material you thought was most valuable. Use the back of the paper if necessary.

I found out through out time there  
different interpretation of what is written  
down in literally wise like the Bible's Genesis  
have a B version which is more detail and  
produce a different view.

Feedback  
(Use number 1-5)

1-Strongly Disagree 2- Disagree 3-Neither 4-Agree 5-Strongly Agree

1. This poem consisted of material relevant to the matter taught throughout the semester.

1 2 3 4 (5)

2. The material presented by the instructor was clear and easy to understand.

1 2 3 4 (5)

3. The material presented by the instructor was valuable in preparing for upcoming exams.

1 2 3 4 (5)

4. This poem was engaging; one I would recommend for other classes to read and study.

1 2 3 4 (5)

4. I was interested in the lesson and the material presented by the instructor.

1 2 3 4 (5)

6. I learned something new from the lesson.

1 2 3 4 (5)

Please give feedback on the lesson presented today. Include your thoughts on what you liked best, what could use improvement, and what part of the material you thought was most valuable. Use the back of the paper if necessary.

I learn new things in this lesson. I liked the way Chelsea conveyed the main idea of each version of the Bible. The explanation of imagery, connotation, denotation were a good way to understand the text.

Evaluation  
(No name necessary)

1-Strongly Disagree 2- Disagree 3-Neither 4-Agree 5-Strongly Agree

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Please give feedback on the lesson presented today. Include your thoughts on what you liked best, what could use improvement, and what part of the material you thought was most valuable. Use the back of the paper if necessary.

• I liked how knowledgeable the instructor was, I also liked how prepared she was.

• I liked how she gave everyone a chance to read.

Evaluation  
(No name necessary)

1-Strongly Disagree 2- Disagree 3-Neither 4-Agree 5-Strongly Agree

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6. I learned something new from the lesson.

1 2 3 4 5

Please give feedback on the lesson presented today. Include your thoughts on what you liked best, what could use improvement, and what part of the material you thought was most valuable. Use the back of the paper if necessary.

I really enjoyed reading and examining the poem *genesis B* because it has a lot of detail than the original and it explained it much better. I also learn many things that I didn't know before about the story of how satan went to hell. And the original sin of Adam and Eve.

Evaluation  
(if name necessary)

1-Strongly Disagree 2- Disagree 3-Neither 4-Agree 5-Strongly Agree

1. This poem consisted of material relevant to the matter taught throughout the semester.

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1 2 3 4 5

6. I learned something new from the lesson.

1 2 3 4 5

Please give feedback on the lesson presented today. Include your thoughts on what you liked best, what could use improvement, and what part of the material you thought was most valuable. Use the back of the paper if necessary.

I Really liked the comparison between Genesis A and Genesis B because it made me think back on what I thought I knew and what I learned.  
I liked the presentation and explanation  
It was very organized. 