LION’S WHELP

**** www.hebrewacademyofdetroit.org

**(H7) HEBREW HISTOY 13-17—4 CREDIT HOURS**

**SUMMER:** June 15-August 3, 2020

**PROFESSOR:** DEBRA C. COTTON, M.Ed.

**MEETS:** TUESDAYS 6:30PM-8:00PM

***"And these words, which I command thee this day, shall be in thine heart:And thou shalt teach them diligently unto thy CHILDREN, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up." - Deuteronomy 6:6-7***

**MISSION**: Lion’s Whelp Hebrew Academy, an extension of Hebrew Academy of Detroit, is a private, independent, online Hebrew faith-oriented academy for ages 5 through 17. We place high importance on Hebrew studies and general education. Emphasis on Hebrew Faith, Hebrew Culture, Hebrew Language, Hebrew History, and Character Development is prevalent across the curriculum.

## COURSE DESCRIPTION

Hebrew History: The first level of History classes, students will learn the history of ancient Israel during the Old Testament period, including its culture and religion, in the light of migration routes, linguistics and archaeological discoveries. Students will learn the captivities of our people (Egypt, Assyrian, Babylonian, Persia, Greek and Roman). Students will develop a meaningful identification with Hebrew past and present through the study of Hebrew history, culture, Hebrew language, liturgy, music, literature, arts, and texts. Students will be exposed to sections of each book of the Hebrew Bible, study the critical historical events surrounding these books, and be able to discuss their place within the history of Hebrew People.

**EXPECTED LEARNING OUTCOMES**

In this particular course, we will focus on these learning outcomes:

* Learn social, religious, intellectual and political experience of the Hebrews
* Learn history of the Hebrew Nation during the Old Testament period
* Learn the physical appearance of the Egyptians and the Hebrew Israelites. Their differences and similarities
* Learn the captivities of the Hebrews in the Old Testament
* Trace migration of Hebrews in the Old Testament
* Learn the promises/rewards for obeying Yah
* Learn the curses for disobeying Yah

These learning outcomes will be reached through study of the Hebrew Scriptures. Students will take a trip through the Scriptures, and World History. We will travel the history of the covenants, focusing heavily on the Mosaic Covenant and Deuteronomy 28. We will discuss the importance of following The Most High God’s laws, statues, and commandment and the blessing in following them and cursing that comes with disobeying.

**Engaged Learning**

In this course, students will be engaged learners, where

* Actively participate;
* Prepares for class being ready to ask questions;
* Take part in discussion in a respectful and shared manner;

**Content**

At the end of this course, you will be able to:

1. Demonstrate How You Know You are A Hebrew Israelite
* Identify the main three markers Yah has left on His people that determines who they are
* Tell the Hebrew Family line from Adam through the Old Testament
1. Identify the markers that prove “We The People”
* Describe the impact of disobeying Yah
* Describe where Hebrews historically fled in times of trouble
* How Hebrews were mistaken for Egyptians and/or hid among them

## REQUIRED TEXTS

* **Bible** (modern translation, e.g. KJV NASB, NIV, NRSV, etc. bring to every class period

## RECOMMENDED TEXTS

## The Kidnapped Prince: The Life of Olaudah Equiano, Ann Cameron, New York: Yearling, 2000, ISBN-13: 978-0375803468

**COURSE WEBSITE**

Moodle. HOAD has developed a website for every course. HOAD offers this service through the assistance of Moodle, an online learning software and services provider. Students access the online classroom by going to www.newbreedsom.org/moodle. The HOAD staff will contact each student via e-mail, providing a Login ID, password, and instructions.

**COURSE REQUIREMENTS**

There are six categories of assignments required for the successful completion of this course:

1. ***Weekly reading (10%):*** You must complete the weekly Bible Reading Assignments. Set time aside in your schedule to complete the readings. These reading will help you identify key Hebrew historical events. Check the box next to each chapter that you read. The checked boxes should honestly reflect the Bible reading you have done that week. Besides each reading below are things to watch for & questions for reflection. These questions are to help guide your reading. At the beginning of each week of class, please turn in this sheet of readings and your written responses to “looking back on the week.”
2. **Bible Memorization (10%):** Memory will be given over the scriptures that shows Hebrew History throughout the Torah
3. **Quizzes (25%).** Students will take **5 quizzes** based on understanding of Hebrew History in the Bible. Students will be able to use the notes and at times students maybe grouped together to complete. Quiz Study Guides are on **Moodle**.
4. **In-Class Activities and Participation (40%):**

Weekly activities to build your knowledge base will be assigned and collected at the end of class.

1. **Final Report (15%):** Students will be required to present a final report. Student will have a choice on the topic of the report that can be selected from a list that will be provided

***Zakhor (Remember!): Mastery of the assigned readings and diligent class attendance are necessary prerequisites for the successful completion of this course. Each student is responsible for all lectures, class discussions, assignments, and announcements, whether or not he/she is present when they occur.***

#### DISABILITY POLICY:

If you have a documented disability, then you are entitled by law to accommodations for your disability. In order to receive these accommodations, the law requires that you file disability documentation. Once you have filed the appropriate documentation, if you would like accommodations for any of your classes, it is your responsibilityto inform your course instructors of your approved accommodations. If you are enrolled in a course that requires a supervised learning experience off campus (i.e. internship, ministry practicum, etc.) and would like to request accommodations, please notify the course instructor or advisor to ensure that reasonable accommodations are made available in the classroom or at the learning site. Please note:

If you suspect that you have a learning disability but have not been tested, you are encouraged to go to the Learning Center for evaluation and assistance. If further testing is recommended, the Director of the Learning Center will provide possible referral sources.

#### ATTENDANCE

Attendance is an important part of being successful in this course. Any absence needs to be approved by the professor before it occurs. If an absence is approved, the student will be given make-up work to compensate for the absence. If the learner has an unapproved absence the result will be a 10% final grade reduction. More than one unapproved absence will result in failing the course. Attendance is more than having your body physically present in the room. Your attentiveness and active participation in the class discussion and activities will help you grasp the material and better prepare you to study Yah’s Word on your own. Talking to other students when not appropriate, reading other material (electronically or hard copy) and other disruptive activities will not be tolerated.

#### ASSIGNMENTS

Assignment guidelines will be posted on Moodle. All assignments are due at the beginning of class. If assignment is written, include Name of student, Date, and Assignment information on the upper left hand corner**.** Late assignments will be accepted up to 5 days late, but will receive a deduction of 10% per day. After 5 days, the assignment will not be graded for credit. Extensions for assignments are granted in rare cases that involve circumstances out of the control of the learner, such as death in the family, sickness, extreme emotional/relational difficulties, unexpected change in work responsibilities, etc. If you have an emergency that follows one of these criteria, email the professor directly and explain your situation. Professors are willing to be flexible with responsible people, but not willing to enable procrastination. If you need more time due to regular busyness and being overextended, then please do not request an extension. This policy is to help create a real-world environment that will prepare you for most job expectations.

## HOAD EMAIL & MOODLE:

All communication to students will be conducted through grace email. It is your responsibility to check your email and make use of the HOAD Moodle site where all course information will be posted. If you have a question about the course material, please email me directly.

## GRADING SCALE

*100-96 A 89-87 B 80-78**C 71-69 D*

 *95-93 A- 86-84 B- 77-75 C- 68-66 D-*

 *92-90 B+ 83-81 C+ 74-72 D+ 65 & Below F*

## INSTRUCTOR AVAILABILITY

**Office:** 330.697.1944

**Mailing Address:**

**Email:** debracottonc21@gmail.com

**A few tidbits about me:** I was born and raised in Akron, Ohio. I was raised in the church from the age of 12. I have always loved history, and I have been searching and studying to find out who we are, and were we come from. I attended college at Akron University to earn an Associate of Science in Business, earned a Bachelor of Science in Business from Regent University, and a Master of Education from Regent University. I love engaging and teaching young people as I assisted my husband for several years as Head Church School Teachers of the Junior High students at The House of the Lord, Akron, Ohio. I currently serve as Assistant Registrar at a local college in Virginia. In my personal life, I am married to the love of my life, Lee and are the proud parents of two adult sons Lee III and Leigh (Sian) Cotton. The Most High God has blessed us with three grandchildren, Shianna Leigha-Marie, Leigh Jr., and Lee IV. I have a passion to teach every Hebrew I come in contact with that “We The People”. This includes a special passion for teaching our young people the truth of who we actually are as we will no longer allow others to teach us or our children who we are and who we are not. I welcome appointments with my students and their parents. Please feel free to schedule an appointment with me by emailing for a mutual time to do so.

#### COURSE OUTLINE

Below is the course schedule. **PowerPoints, Handouts, Videos and Reading Material** will be given each class. This is subject to change by class announcement or e-mail.

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| **Date** | **Topic** | **Assigned Bible Reading** | **Assignment Due** |
| Week 1 | **Introduction**Who do you believe you are?**The Shema** | Gen 1:26-31Deuteronomy 6: 4-9 |  |
| Week 2 | **What’s in a Name?****What is the Torah?****What is the Tanakh?** | Exodus 15:2 and 17:16 Psalm 89:9; Song of Songs 8:6; Psalm 68:4; Gen 1:1; Exo 1:1; Lev 1:1; Num 1:1; Deut 1:1 | Quiz #1-in class |
| Week 3 | **Ancestors in the Torah:****Genesis, Exodus, Leviticus Numbers** | Gen 10:1 | Quiz #2-take home. Due beginning of class Week 4 |
| Week 4 | **Hebrew Captivities of the Old Testament** | 2 Kings 17:24; (2 Kings 24:1; 2 Chronicles 36:6, 7; Daniel 1:1, 2; Jeremiah 25; Daniel 9:1, 2 | Quiz #3-in class |
| Week 5 | **Ancestors in the Torah:****The Face in the Mirror** | Lamentations 5:10; Daniel 7:9; Genesis 42:1-8; Exodus 2:19; Gen 50: 7-10 | Quiz #4-Take home Due Beginning of class Week 6 |
| Week 6 | **Migration of the Hebrews** | Genesis 11:2 |  |
| Week 7 | **Deuteronomy****Why are we here?** | Deuteronomy 28 | Quiz #5-in class |
| Week 8 | **Reports & Presentations** |  |  |