Old Western Culture
A Christian Approach to the Great Books
Year 4: The Early Moderns

Unit 2
Poetry and Politics

A ROMAN ROADS MEDIA Video Course

Workbook and Answer Key

Version 1.0.0
Roman Roads Media is a publisher of classical Christian curriculum. Just as the first century roads of the Roman Empire were the physical means by which the early church spread the gospel far and wide, so Roman Roads Media uses today’s technology in print and media to bring timeless truth, goodness, and beauty into your home. Roman Roads Media: classical education, in your home.

*Old Western Culture* is a literature curriculum covering the Great Books of Western Civilization. It is a classical curriculum, based on the great books of western civilization. It is a Christian curriculum, which sees the history and literature of the West through the eyes of the Bible and historic Christianity. It is an integrated humanities curriculum, bringing together literature, history, philosophy, doctrine, geography, and art. And it is a homeschool oriented curriculum, made by homeschoolers with the needs of homeschooled in mind, including flexibility, affordability, and ease of use.

**Year 1: The Greeks**
- Unit 1: The Epics—The Poems of Homer
- Unit 2: Drama and Lyric—The Tragedies, Comedies, and Minor Poems
- Unit 3: The Histories—Herodotus, Thucydides, and Xenophon
- Unit 4: The Philosophers—Aristotle and Plato

**Year 2: The Romans**
- Unit 1: The Aeneid—Vergil and Other Roman Epics
- Unit 2: The Historians—From Idea to Empire
- Unit 3: Early Christianity—Clement, Ignatius, Irenaeus, Justin Martyr, and Eusebius
- Unit 4: Nicene Christianity—Athanasius, Augustine, and Boethius

**Year 3: Christendom**
- Unit 1: Early Medievals—The Growth of European Christianity
- Unit 2: The Defense of the Faith—Scholastics of the High Middle Ages
- Unit 3: The Medieval Mind—Dante and Aquinas
- Unit 4: The Reformation—Post Tenebras Lux

**Year 4: Early Moderns**
- Unit 2: Politics and Poetry—Romantic and Victorian Poets in the Age of Revolution
- Unit 3: The Enlightenment—Descartes, Galileo, Newton, Locke, Hume, and Kant
- Unit 4: The Novels—Austen, Dickens, Dostoevsky, and Lewis.

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If you could take only ten books to a deserted island on which you were to be marooned for the rest of your life, what would they be? As Mortimer Adler says, this is no game—we are all in precisely that position. We are simply unable to read all the books there are; therefore, we had better choose well. Some books exercise our minds by their rigor and move our spirits by their beauty with every reading. Some books help us communicate with our culture because they have been a common element in education for centuries. Some books aid our understanding of the physical world by a clear exposition of careful observations by powerful minds. But very few books do any of these things well. And as C. S. Lewis says, old books give us a radically different perspective on life and our assumptions, and no modern books can do this at all, no matter how good they are.

As Christians, we understand that ours is an historical faith, one that originated, developed, and grew in certain times at certain places. To study and understand the long stream of history and thought and to comprehend our place in that stream is to increase our appreciation of our cultural inheritance, our ability to use wisely and build faithfully upon that inheritance, and our ability to understand and respond to God’s work in history.

The conclusion we may draw from all of this is that the old books are best, and the best of the old books are the best of all. That is why we read the great books. Join us in Old Western Culture as we explore the best of the old books from a Christian perspective!

**About the Instructor**

**Wesley Callihan** grew up on a farm in Idaho and earned a bachelor’s in history from the University of Idaho in 1983. He has taught at Logos School, the University of Idaho, and New Saint Andrews College, all in Moscow, Idaho, as well as Veritas Academy in Lancaster, Pennsylvania. Wes is a co-author of *Classical Education and the Homeschool* and the founder of Schola Classical Tutorials, through which he teaches online classes on the great books, astronomy, church history, Greek, and Latin. Wes and his wife, Dani, have six children and a growing brood of grandchildren.
HOW TO USE THIS COURSE

*Old Western Culture* is a four-year curriculum covering the great books of Western Civilization. The four years are divided into *The Greeks*, *The Romans*, *Christendom*, and *Early Moderns*. For centuries, study of the great books lay at the heart of what it meant to be educated. It was the education of the Church Fathers, of the Medieval Church, of the Reformers, and of the Founding Fathers of the United States. *Old Western Culture* is a classical and Christian integrated high school (grades 9–12) humanities curriculum created with the purpose of preserving a knowledge of the books and ideas that shaped Western Civilization.

RECOMMENDED SCHEDULE

*Old Western Culture* is designed to accommodate a traditional nine-week term (for a thirty-six–week school year). A recommended schedule is provided below. We expect the average student to spend one to three hours per day on this course: first completing the assigned readings and answering the workbook questions under the “Reading” header, and then watching the lectures and answering the video questions under the “Lecture” header.

MATERIALS

- **Video Lessons.** The instructors’ deep knowledge of the classics and decades of teaching experience are a rich resource for homeschool families. Each unit is divided into twelve lectures.
- **The Great Books.** *Old Western Culture* immerses students in reading the classics themselves rather than just reading about them. Families have two options for acquiring the texts:
  1. Use or purchase your own texts. Chances are, you already own at least some of these classics, so feel free to use your own copies. A list of recommended translations, including Amazon links, can be found at romanroadsmedia.com, but specific translations or editions are not required.
  2. Use the Old Western Culture Readers. Many units of *Old Western Culture* now have readers that gather all the assigned reading into one volume. Purchase a paperback copy ($29 each), or order an Amazon Kindle edition.
- **The Student Workbook.** Purchase a hard copy, or visit romanroadsmedia.com/materials to download a free PDF. The workbook questions allow students to test their understanding of the reading assignments and the lectures. The Answer Key at the end of the workbook provides very concise answers to the essay questions. They are not intended to be comprehensive. In many cases entire papers could be written in response to an essay question from this workbook, and students are encouraged to pursue questions which spark their curiosity. Use the short answers as a baseline for further conversation and expanded answers.
- **Exams.** Two exams are available (Exam A and Exam B) for download from the Materials page on romanroadsmedia.com. Students may use one for practice, or for retake. The Teacher’s Edition of the
Exam (separate PDF) includes answers as well as notes on grading.

- **Additional Resources.** Visit romanroadsmedia.com/materials for an up-to-date list of additional resources.

Note: Throughout all materials, we have avoided referencing original works by edition-specific page numbers. We instead provide location identifiers such as book, chapter, section, and line numbers in order to maintain the flexibility to use multiple translation options.

**ADDITIONAL ASSIGNMENTS**

In addition to the reading, lectures, and workbook questions, students will complete the following:

- **Term Paper.** Students may choose a paper topic from the discussion questions at the end of each lesson, expand on an essay question from any lesson, or choose a topic of their own based on the works or themes of this term. The term paper should be 750–1,200 words long and should persuasively articulate a thesis while drawing on examples from the original works.

- **Final Exam.** Visit www.romanroadsmedia.com/materials to download the most recent final exams. Two options, Exam A and Exam B, are provided. The exams are similar in style and difficulty, but the content varies. Students who score lower than 90 percent on Exam A should take Exam B two days later to help reinforce subject mastery.

**AGE LEVEL**

In Old Western Culture students will encounter mature themes such as paganism, sexual immorality, detailed battle descriptions (mostly in actual reading), and nudity in classical painting and sculpture. We recommend the series for ages fourteen and above, but of course parents will want to consider the maturity levels of their own children and discuss these issues with them.
# Recommended Nine-Week Schedule

**Key:**  
- **ёё** Watch Lectures  
- **📕** Answer Workbook Questions  
- **📚** Read Texts  
- **📝** Complete Additional Assignments

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Lesson 1
Introduction to Enlightenment

READING

No reading for this lesson.

LECTURE

Watch Lecture 1, and then answer the following questions.

1. Who was the ruler during the Interregnum Period in England?

2. What is the Enlightenment?

3. Who were the three Hanover kings of England during the 1700s? Which country did the first king originate from?

4. What is Empiricism?
5. The Enlightenment relied on Reason and Science and moved away from what?

6. Which founding father of the United States was influenced by the Enlightenment?

7. What was one of the examples of the development of science during this age?

8. Who was the man who finally solved the issue of how to find longitude (east and west) when sailing?

9. What ancient heresy returned during the time of the Enlightenment? What does it teach?

10. How does the Enlightenment overemphasize Nature’s laws?

11. What infamous revolution in the 1700s came from deist influences?
DISCUSSION QUESTION

How should Christians balance the use of human reason with faith?

While the Bible is the ultimate authority, how do we approach technology and science that the Bible does not explicitly teach about? For example, atomic theory, iPhones, cloning, etc.

RECOMMENDED RESOURCES

*How Should We Then Live?* by Francis Schaeffer
*Amusing Ourselves to Death* by Neil Postman
*12 Ways Your Phone is Changing You* by Tony Reinke
Lesson 2
Alexander Pope I

READING
Read Pope’s *Essay on Criticism*, and Pope’s *Iliad* (first 50 lines).

1. In Pope’s Essay on Criticism, what does he say to take first?

2. How does Pope describe the rules?

3. In part 2, what is the “never-failing vice of fools”?

4. Pope encourages us to know our defects and to make use of what?

5. Toward the end of Part 2, Pope says “the vulgar through imitation err” and then he comments on how the learned or scholar errs. How does that kind of person err?
Lecture
Watch Lecture 2, and then answer the following questions.

6. Why couldn’t Alexander Pope attend schools in England where he grew up?

7. What was Pope’s marital status?

8. What beverage became popular during this time?

9. Pope says there are more what than bad poets?

10. How did the ancient Greeks describe the relationship between art and nature?

11. Pope’s Iliad sounds more like what famous classical poet rather than Homer?

Discussion Question
Do you agree with Pope that the rules of art are “discovered, not devised”? Why or why not?
Lesson 3
Alexander Pope II

**READING**

Read Pope’s *Essay on Man*, Epistles 1 & 3-4, and *Ode on Solitude*.

1. How does Pope talk about God at the beginning of Epistle I?

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2. At the end of Epistle I, part II, Pope says not to describe man as imperfect but rather as what?

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3. In Epistle I, part III, how does Pope describe the “poor Indian”?

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4. In Epistle IV, what does Pope say is our end and aim?

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5. At the end of Epistle IV, what is the orientation of man’s knowledge according to Pope?

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Lecture
Watch Lecture 3, and then answer the following questions.

6. In the Enlightenment, what has become man’s idol?

7. By the time of the Enlightenment, because England was on the old Julian calendar, how many days difference was there between England’s calendar and France’s calendar?

8. Who was the member of Parliament who began the movement to reconcile the differences in the calendar?

9. What does the OS and NS mean in the dates of George Washington’s life that reflects this change in the calendar?

10. Who criticized Pope’s Essay on Man after the Earthquake at Lisbon, Portugal?

11. Ode on Solitude is modeled after which Roman poet?

12. What is a tetrameter? What is a dimeter? What is an iambic foot? What is a trochaic foot?
**DISCUSSION QUESTIONS**

Do you agree with Pope’s view of man’s knowledge? Can we know more than just human knowledge? How would we learn or know about something beyond the limits of human reason?

**RECOMMENDED RESOURCES**

*Total Truth* by Nancy Pearcey
READING

Read *On the Description of Times* by C.S. Lewis and *Selections and Letters* from Edmund Burke.

1. In the essay by Lewis, he looks at several moments in the past as possible key turning points in history. List out 4 of them.

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2. Where does C.S. Lewis place the key turning point in history?

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3. Why does Lewis refer to himself as an old dinosaur?

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4. How does Burke, in his “Speech on Moving His Resolutions for a Conciliation with the Colonies”, describe the situation of the American colonies that he is talking about?

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5. What kind of peace does Burke say he proposes in this speech?

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LECTURE

Watch Lecture 4, and then answer the following questions.

6. Edmund Burke is the father of what political vision?

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7. Why does Burke sympathize with the American colonists?

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8. What was Burke’s work in regards to the East India Company and Warren Hastings?

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9. What do conservatives believe?

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10. According to the lecture, how is political society like a sweater?

11. What is Burke’s view of human nature?

**DISCUSSION QUESTIONS**

Do you agree with where Lewis places the key turning point in history? What is the danger of looking only to one specific time as the place where we went wrong?

What is the difference between how we talk about modern political figures today and how Lewis talks about political figures? Do you agree with Lewis? Why or why not?

Do you agree with Burke’s position on the relationship between the American colonies and the Britain? Why or why not?

**RECOMMENDED RESOURCE**

*The Origin and Principles of the American Revolution compared with the Origin and Principles of the French Revolution* by Friedrich von Gentz
Reading

Read the first third of Burke’s *Reflections on the Revolution in France*.

1. Burke talks about two clubs or society groups that are in France. What are their names?

2. What are the three key rights that Burke says the French are interested in?

3. In the case of the second “right”, what does Burke say will happen to a government?

4. What does Burke say is the oldest reformation in England?

5. Burke says that twenty-four million ought to prevail over two hundred thousand if the constitution of the kingdom were a what?
LECTURE
Watch Lecture 5, and then answer the following questions.

6. What do we have to consider when we decide if liberty is appropriate?
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7. Why does Burke think that democracy is not really possible?
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8. In the lecture, the example of children is used to discuss traditions. What is that example?
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9. According to the lecture, what is the “democracy of the dead”?
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10. How does Burke use Marie Antoinette as an example of what the French have destroyed in the revolution?
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DISCUSSION QUESTION
What do you think about the idea that morality comes from tradition and the habits and practices of people of the past? Where does the Bible fit into this idea?

While the democracy of the dead is an important idea, how do you reconcile honoring people of the past with honoring people who are your neighbor and family now?

RECOMMENDED RESOURCE
The Origin and Principles of the American Revolution compared with the Origin and Principles of the French Revolution by Friedrich von Gentz
Lesson 6
Romantic Poetry I

Reading
Read Coleridge’s *Rhyme of the Ancient Mariner*, *The Solitary Reaper*, and Wordsworth’s *Intimations of Immortality*.

1. In *Rhyme of the Ancient Mariner*, who does the Mariner talk to?

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2. What is the Albatross likened to when it comes through the fog?

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3. What weapon does the Mariner use to kill the Albatross?

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4. What does the wedding guest say at the beginning of part IV?

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5. What does the Mariner say is the conclusion of the poem?

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LECTURE

Watch Lecture 6, and then answer the following questions.

6. What does the word “romance” mean?

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7. The Romantic Movement is a reaction to what movement?

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8. What are the errors that the Romantic Movement falls into?

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9. What are the five key characteristics of the Romantic Movement?

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10. What are some of the things that farmers and country folks have that city folks do not? Are country folk more innocent than city folks?

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DISCUSSION QUESTION

When do our emotions and imagination go too far? Does the Bible give any guidance on how we should use our emotions and imagination?
Lesson 7
Romantic Poetry II

Reading
Read Byron’s She Walks in Beauty, The Destruction of Sennacherib, Keat’s On First Looking into Chapman’s Homer, and Shelley’s Ode to the West Wind.

1. In She Walks in Beauty, Byron says that “one shade the more, one ray the less” would do what?

2. The last word in the poem is what?

3. In On First Looking into Chapman’s Homer, Keats says he felt like some watcher seeing what?

4. In Ode to the West Wind, Shelley compares himself to a dead leaf and a cloud doing what?

5. In that same stanza, Shelley calls the wind what?
LECTURE
Watch Lecture 7, and then answer the following questions.

6. Who were three of the figures of the second generation of the Romantics?

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7. What were the circumstances of Lord Byron’s death?

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8. What is an anapestic foot in poetry?

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9. After Shelley dies at sea, what do his friends do with his body?

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10. Who was the wife of Shelley and what did she write?

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DISCUSSION QUESTION
What are your thoughts on the final line of Ode on a Grecian Urn: “Beauty is truth and truth is beauty and that’s all we need to know”? Do you agree or disagree? Why or why not?
Lesson 8
Introduction to the Victorian Age & Democracy in America

READING
Read Alexis De Tocqueville’s *Democracy in America*, Introduction and Chapters 2 & 3.

1. In the first few paragraphs of chapter 2, Alexis De Tocqueville compares American Democracy to what key image?

2. In chapter 2, De Tocqueville says there are two main branches in the “great Anglo-American family”. What are they and what geographic terms does he use to describe them?

3. In chapter 2, why were schools established in the early New England colonies?

4. At the end of the Law about schools, De Tocqueville says that the observance of what “guides man to freedom”?


5. In chapter 3, De Tocqueville says that what law was the last step to equality?

6. What is the danger of trying to evaluate works in western culture that are close to our own time?

7. Who will be able to judge rightly the important literature of our contemporary age?

8. Who was the monarch who came to power in England in the 1800s? How long did she rule?

9. Who was one of the key figures of the Transcendentalist movement in England? What did he write?

10. What did this figure teach?
11. Who were the two popular authors who followed this teaching?

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PART 2

12. How is the birth of democracy in America different than the birth of democracy in other countries?

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13. What is the most important fact about America according to Alexis De Tocqueville?

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14. What does Alexis De Tocqueville hope will come from his study of democracy in America?

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15. What is the law of Primogeniture? Is this a practice in America?

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**Discussion Questions**

What do you think of the idea that people, who live five hundred years after us, will be able to see what is important in our own time? Do you think this is a biblical idea? How does this idea combat the hyper individualism of our day?

Is the law of Primogeniture bad? Why or why not?
Lesson 9
Edgar Allan Poe

READING

Read Edgar Allan Poe’s *The Cask of Amontillado*, *Annabel Lee*, *To Helen*, *The Raven*, and *The Bells*.

1. In *Annabel Lee*, the speaker says that he and the girl are what age?

2. How does he describe their love?

3. *To Helen* is written to which famous ancient figure?

4. In *The Raven*, who does the speaker think is making the rapping sound?

5. What does the Raven say in response?

LECTURE

Watch Lecture 9, and then answer the following questions.
6. What theme from the Romantic Movement does Poe focus on?

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7. How does Poe approach evil in his writings?

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8. What was the key motive in all the words and names in the poem, *The Raven*?

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9. Why did Poe pick a raven as the bird for this poem?

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10. What does *toll* in bell *tolling* mean? What does *peal* in bell *pealing* mean?

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**DISCUSSION QUESTIONS**

How should Christians explore evil in the human heart?

How should Christians explore things that are pure, good, true, noble, and of good report?
Reading

Read *The Lady of Shalott*, *In Memoriam: Prologue 45* Section 54-56, *The Eagle*, and *Crossing the Bar*.

Optional

1. In *The Lady of Shalott*, where does the river run to?

2. Where is the Lady of Shalott?

3. What does the Lady of Shalott do all the time?

4. In *Crossing the Bar* is there any indication of who the pilot is that the poet hopes to see face to face?

5. Why does Tennyson start *Crossing the Bar* with the first line “Sunset and evening star”?
LECTURE

Watch Lecture 10, and then answer the following questions.

6. What was the secret society called that Tennyson was part of?

7. Who was Arthur Henry Hallam and how did he die?

1. What is the poem, The Lady of Shalott, about?

2. What is the danger in how Tennyson handles Reason and Faith?
1. Who recorded Tennyson reading *The Charge of the Light Brigade*?


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**DISCUSSION QUESTION**

How should we hold Reason and Faith together? Do Christians have a blind faith?
Lesson 11
Victorian Poetry II

Reading

Read Soliloquy of the Spanish Cloister, My Last Duchess, Fra Lippo Lippi, and Dover Beach.

1. What makes the monk in Soliloquy of the Spanish Cloister such an interesting character?

2. What line in My Last Duchess suggests that the Duke did something terrible to the Duchess?

3. How is it ironic that this poem is called My Last Duchess?

4. In Dover Beach, what is the speaker looking at?

5. Who is the speaker talking to in this poem?
**Lecture**

Watch Lecture 11, and then answer the following questions.

6. Who is the poet that Browning marries?

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________________________________________________________________________

7. What is a dramatic monologue?

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________________________________________________________________________

8. What is Browning’s ideas about how art should work?

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9. Matthew Arnold in his poem, *Dover Beach*, likens faith to what?

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________________________________________________________________________
________________________________________________________________________

10. What does Arnold say is all that is left after Christianity has pulled away?

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**Discussion Question**

How would you respond to someone like, Matthew Arnold, who says that we still have love even though we have no universal moral compass?
**Lesson 12**

**Victorian Poetry III**

**READING**


1. In the poem, *Song*, what does Christina Rossetti tell her dearest to be when she is dead?

2. In the poem, *A Better Resurrection*, what are the three requests she makes of Jesus?

3. In *God's Grandeur*, what does Gerard Manley Hopkins say that man has done to the world?

4. In the same poem, what does the Holy Ghost do?

5. In *Pied Beauty*, what does Hopkins tell everything in creation to do?
Lecture

Watch Lecture 12, and then answer the following questions.

6. What was the Pre-Raphaelite Movement?

7. Who is one of the painters who is part of the Pre-Raphaelite Movement?

8. What is a sonnet?

9. What is enjambment in poetry?

10. What perspective does Hopkins have about nature?
DISCUSSION QUESTIONS

How does Hopkins view nature? Is it biblical or not? Why or why not?

What do you think about Hopkins dedicating a poem to Christ? Is that strange or do you think it is appropriate?

RECOMMENDED RESOURCE

_Reading Between the Lines: A Christian Guide to Literature_ by Gene Edward Veith
Answer Key
Lesson 1

Lesson title

1. Oliver Cromwell was the ruler during the Interregnum Period.
2. A philosophical movement started in the 1700s which emphasized human reason as the key way to know and interpret the world.
3. They were George I, George II, and George III. The first one came from Germany.
4. It is the testing of things by the senses and by practice.
5. They moved away from a reliance on Revelation as the primary source of meaning, significance, authority, and truth.
6. Thomas Jefferson was influenced by the Enlightenment.
7. One example was the interest in creating tools which would allow more accurate navigation by sea.
8. John Harrison was the one who finally solved the issue. He designed small clocks which could be carried to sea.
9. Pelagianism reappeared in the age of the Enlightenment. It teaches that man’s reason and will are not really as fallen as some have claimed.
11. The infamous revolution was the French Revolution.

Lesson 2

Lesson Title

1. He says first take Nature and her just standard.
2. He says they are old discovered, not devised and come from Nature.
3. He says it is pride.
4. He says to make use of every friend and every foe.
5. The scholar errs by scorning the crowd. If they go right, the scholar goes wrong.
6. He couldn’t because of the Test Acts in England in the 1700s which forbid Roman Catholics from attend English schools.
7. He was never married.
8. Coffee was the popular drink.
9. There are more bad critics than bad poets.
10. Art is nature disguised.
11. It sounds more like Virgil.

Lesson 3

Lesson Title

1. He says we must start with man first and “tis ours to trace him only in our own.”
2. He says to describe man as “man’s as perfect as he ought.”
3. He says that even though he has an “untutored mind” he “sees God in clouds, or hears him in the wind.”
4. It is happiness, he says.
5. He says “all our knowledge is, ourselves to know.” Human knowledge is oriented toward knowing itself.
6. Man’s mind has become his idol.
7. They were ten days apart on their calendars.
8. Lord Chesterfield was the member of Parliament.
9. OS means Old Style and NS means New Style.
10. The French philosopher Voltaire criticized the work.
11. It is modeled after Horace.
12. Tetrameter is four feet. Dimeter is two feet. An iambic foot is two syllables, the first syllable is unstressed and the second syllable is stressed. A trochaic foot is two syllables, the first syllable is stressed and the second syllable is unstressed.

Lesson 4
Lesson Title

1. 1) Greek and Romans transition 2) Collapse of Roman empire 3) End of Middle ages and beginning of Renaissance 4) Reformation 5) Age of Science.
2. He places it in the Age of Jane Austen.
3. He says this because he considers himself to be part of the old ways and traditions of the world before the age of Jane Austen.
4. He says “Surely it is an awful subject; or there is none so on this side of the grave.”
5. He says “It is simple peace; sought in its natural course, and its ordinary haunts.”
6. He is the father of Modern Conservatism.
7. He sympathizes with them because parliament is trying to tax the colonies when it had not done that in the past. They are adding extra rules like a parent adding more rules on a teenager.
8. He helped build some of the key policies which guided this company as it ruled and contributed to Queen Victoria’s rule in other countries like India. Burke also tried to bring Warren Hastings back to England to be put on trial for his abuse of the people in India.
9. They believe that it is best to converse the past and to change things slowly. These old things are beneficial and should not be removed unless for good reason.
10. If you pull on one string you can unwittingly untie the whole sweater.

11. Contrary to Enlightenment thinkers, he viewed human nature as fallen and corrupt.

Lesson 5
Lesson Title

1. The first was the Constitutional Society or Society for Constitutional Information. The second was the Revolution Society.
2. 1) To choose our own governors. 2) To cashier them for misconduct. 3) To frame a government for ourselves.
3. No government would be able to stand a moment, if it could be blown down with anything so loose and indefinite as an opinion of ‘misconduct’.
4. The Magna Charta is the oldest reformation.
5. If the constitution of the kingdom be a problem of arithmetic.
6. Liberty can only be established when we consider who it is for and when it is. For example, is it for a criminal or a thief?
7. People are often not educated well enough. Most people do not have the education and prudence that would be needed to be able to make the decisions that need to be made.
8. Children accept the traditions of their own family and parents without questioning it. When they grow up they reconsider what these traditions are and if they are important.
9. That is the idea that we need to give those of the past a voice in matters of the present. This is a way to respect the past and what we have received from them.
10. She is a picture of true honor, true nobility, and the “spirit of exalted freedom” that can only be found in a respect for the hierarchy of France’s society. When France killed its nobility, it also killed its sense of the noble
virtues that reached back through the history of France.

Lesson 6
Lesson Title

1. He talks to a wedding guest who is the next of kin.
2. It is likened to a Christian soul.
3. He kills it with a cross-bow.
4. He says he fears the Mariner and that he might not be a real living human.
5. He says “He prayeth best who loveth best / All things both great and small; / For the dear God who loveth us, / He made and loveth all.”
6. It means adventure.
7. It is a reaction to the Enlightenment Movement.
8. They fall into the error of overemphasizing imagination, intuition, and emotion.
10. Country folks have knowledge of hard work, working with animals, and where food comes from. But they are not more innocent than city folks.

Lesson 7
Lesson Title

1. It would half impair the nameless grace.
2. The word is innocent.
3. He felt like someone seeing a new planet swim into view.
4. He says a dead leaf that the wind carries and a cloud that flies with the wind.
5. He says many things. Primarily it is important to note that he says “O uncontrollable!”
6. The three figures of the second generation were Lord Byron, Percey Shelley, John Keats.
7. He died fighting for the independence of Greece.
8. Three syllables long, with the first two syllables unstressed and the third syllable is stressed.
9. They build a pyre and burn his body on it.
10. She was Mary Shelley and she wrote Frankenstein.

Lesson 8
Lesson Title

1. He compares American Democracy to a newborn child.
2. They are the south and the north: Virginia in the south and New England in the North.
3. They were created to combat the enemy of mankind, Satan, who uses ignorance to keep people from reading the Bible.
4. It is the observance of divine laws that guides man to freedom.
5. The law of inheritance was the last step to equality.
6. We are so close to these works that there is not a long enough time for many people to comment on and support these works as truly important to western culture. We can think something is important and wonderful but it may not really stand the test of time.
7. Those who live five hundred or a thousand years after us.
8. Queen Victoria was the monarch and she ruled from 1837 to 1901.
9. Thomas Carlyle was one of the key figures in the Transcendentalist movement and he wrote a book called “Sartor Resartus”.

10. All the supernatural elements of Christianity are not literal but just lovely metaphors pointing to deeper truths.
11. Alfred Lord Tennyson and Charles Dickens.
12. America started as a democracy while other European countries had lots of historical baggage before they came to democracy. In this way America is a new development different from most of western history.
13. The equality of conditions is the most important fact in America.
14. He hopes that his study will help to repair and reform democracy in Europe.
15. This is the rule for inheritance where the eldest son is the sole inheritor of his father’s goods and property. This is not the practice in America.

Lesson 9
Lesson Title

1. They are both children.
2. He says they loved with a love that was more than love.
3. It is written to Helen of Troy.
4. He thinks it is some visitor at the chamber door.
5. He says nevermore.
6. He focuses on the Occult and the supernatural.
7. He wants to explore evil from the inside.
8. Poe chose them because of the sound and the effect that they would have on the reader.
9. He says he picked that kind of bird because it was black and that is an ominous color.
10. Bells toll at a sad event like a funeral and bells peal at a happy event like a wedding.

Lesson 10
Lesson Title

1. It runs to Camelot.
2. She is on an island.
3. She is weaving night or day.
4. Other than a capital P in pilot, which might reference some divine being, we are not really told. But a discussion on this question would be interesting.
5. He speaks of the end of the day as a way to evoke the feeling of the end of life.
6. It was called the Apostles. And there were twelve members.
7. He was a good friend of Tennyson and he died from a stroke.
8. It is about Tennyson’s struggle with whether he should create art for the sake of art or whether he should create art to instruct the world.
9. The danger is that he has separated Reason and Faith from each other and he is just hoping that faith will be true. He has given up on Reason being a tool that agrees with Faith.
10. Thomas Edison’s first technicians recorded it in the 1890s on a wax cylinder that is still available today.

Lesson 11
Lesson Title

1. He talks in a way that people would talk. His flaws are also visible even though he tries to hide them.
2. He says “I gave commands; / Then all smiles stopped together.”
3. This is probably his last duchess because no one else would want to marry a murderer.
4. He is looking at the beach and the sea.
5. He is talking to his love.
6. He married Elizabeth Barrett Browning who was a possible candidate for Poet Laureate of England.

7. A poem which is told from the perspective of one person or one voice.

8. He says art should catch us so that we see something that we have seen previously in nature and we see it with fresh eyes.

9. He likens it to the tide retreating back into the ocean.

10. He says that loving each other is all that is left.

Lesson 12

Lesson Title

1. She says to be the green grass above me.

2. She says “Jesus, quicken me”, “Jesus, rise in me” and “Jesus, drink of me.”

3. He says that generations have trod, all is seared with trade, and it is smeared with toil.

4. He bends over the world and broods with warm breast and bright wings.

5. At the end of the poem, he says that everything should praise God.

6. It was a movement that tried to go back before Raphael and the Renaissance to the Middle Ages which this movement imagined as a romantic setting of knights and ladies.

7. William Waterhouse is one painter from that movement.

8. It is a poem that is 14 lines of iambic pentameter.

9. It is where a sentence wraps or continues from one line into the next one.

10. His perspective is that even though it has been changed and spoiled by man, it still shines forth God’s beauty and loveliness.