



TEACHER'S GUIDE

DAVE RAYMOND'S

ANTIQUITY



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ANTIQUITY

TEACHER'S GUIDE
COURSE OVERVIEW AND EXAM KEY



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Printed in the United States of America

First Printing, 2020 v1

Compass Classroom, LLC
605 West Iris Drive
Nashville, Tennessee 37204

CompassClassroom.com

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HOW TO USE THIS CURRICULUM

INTRODUCTION

There are a number of different elements to this curriculum that make it quite unique. Once you see how everything works together, however, it should be fairly easy to teach.

The class is designed to fill two semesters. It covers 26 Lessons with the goal of completing one Lesson per week. Each Lesson is broken down into five different lectures (approximately 20 minutes each) with associated readings or assignments. You can assign one lecture a day or you can go through two or more lectures in one day. Your student will be the best gauge as to how much he or she can effectively cover at one time.

The materials for the class are: 1) Video Lectures, 2) a Reader, 3) a notebook, 4) a Portfolio (explained in the next section), and 5) a series of papers and projects (also explained next). The Reader is available in PDF and printed formats from CompassClassroom.com.

As the Teacher, please read through the following sections before starting the class. It might also be a good idea for your student to know what's in the Portfolio and Project Guide section.

You will also want to watch all five parts of **Lesson 1 - Orientation**. The entire curriculum is explained in detail there.

If after reading the Teacher's Guide and watching the Orientation videos you have more questions, get help by emailing info@compassclassroom.com.

Please note: the readings in the second semester of this series are often much longer than the readings in the first half. As the teacher, feel free to abridge any of the writings to more appropriately challenge your student.

Thank you for purchasing this series. We hope that you and your student learn many new things about Antiquity.

SCOPE & SEQUENCE

One Lesson is normally completed per week. Use this chart to mark off what has been finished. Only exams, essays and projects are scored.

If an Assignment asks one or more questions, these are meant to be considered by the student as he or she reads the selection. You can also use these questions as a way to reflect upon the lesson with your student after the lesson and readings are complete.

Item	Complete	Portfolio	Score
Parents: Read Teacher's Guide			
Lesson 1.1			
Lesson 1.2			
Lesson 1.3			
Lesson 1.4			
Lesson 1.5 / Exam			
Portfolio (Watch and Create)			
Lesson 2.1			
Lesson 2.2			
Lesson 2.3			
Lesson 2.4			
Lesson 2.5 / Exam			
Lesson 2.6 / Project: Begin Creation Week			
(See below for more details)			
Lesson 3.1			
Lesson 3.2			
Lesson 3.3			
Lesson 3.4			
Lesson 3.5 / Exam			

Antiquity | How to Use This Curriculum

Item	Complete	Portfolio	Score
Lesson 4.1			
Lesson 4.2			
Lesson 4.3			
Lesson 4.4			
Lesson 4.5 / Exam			
Lesson 5.1			
Lesson 5.2			
Lesson 5.3			
Lesson 5.4			
Lesson 5.5 / Exam			
Lesson 6.1			
Lesson 6.2			
Lesson 6.3			
Lesson 6.4			
Lesson 6.5 / Portfolio Task			
Lesson 7.1			
Lesson 7.2			
Lesson 7.3			
Lesson 7.4			
Lesson 7.5 / Exam			
Project: Creation Week Finished			
Lesson 8.1			
Lesson 8.2			
Lesson 8.3			

Antiquity | How to Use This Curriculum

Item	Complete	Portfolio	Score
Lesson 8.4			
Lesson 8.5 / Exam			
Lesson 8.6 / Project: Choose Character for Theatrical Mask & Monologue			
(See below for more details)			
Lesson 9.1			
Lesson 9.2			
Lesson 9.3			
Lesson 9.4			
Lesson 9.5 / Exam			
Lesson 10.1			
Lesson 10.2			
Lesson 10.3			
Lesson 10.4			
Lesson 10.5 / Exam			
Lesson 11.1			
Lesson 11.2			
Lesson 11.3			
Lesson 11.4			
Lesson 11.5 / Exam			
Lesson 12.1			
Lesson 12.2			
Lesson 12.3			
Lesson 12.4			
Lesson 12.5 / Exam			

Antiquity | How to Use This Curriculum

Item	Complete	Portfolio	Score
Lesson 13.1			
Lesson 13.2			
Lesson 13.3			
Lesson 13.4			
Lesson 13.5 / Exam			
Project: Deliver Theatrical Mask & Monologue			
Lesson 14.1			
Lesson 14.2			
Lesson 14.3			
Lesson 14.4			
Lesson 14.5 / Exam			
Lesson 15.1			
Lesson 15.2			
Lesson 15.3			
Lesson 15.4			
Lesson 15.5 / Exam			
Lesson 15.6 / Project: Choose Thesis Paper Topic & Begin Research			
(See below for more details)			
Lesson 16.1			
Lesson 16.2			
Lesson 16.3			
Lesson 16.4			
Lesson 16.5 / Exam			

Antiquity | How to Use This Curriculum

Item	Complete	Portfolio	Score
Lesson 17.1			
Lesson 17.2			
Lesson 17.3			
Lesson 17.4			
Lesson 17.5 / Exam			
Project: Thesis Statement Completed			
Lesson 18.1			
Lesson 18.2			
Lesson 18.3			
Lesson 18.4			
Lesson 18.5 / Exam			
Lesson 19.1			
Lesson 19.2			
Lesson 19.3			
Lesson 19.4			
Lesson 19.5 / Exam			
Project: Outline of Paper Completed			
Lesson 20.1			
Lesson 20.2			
Lesson 20.3			
Lesson 20.4			
Lesson 20.5 / Exam			
Lesson 21.1			
Lesson 21.2			

Antiquity | How to Use This Curriculum

Item	Complete	Portfolio	Score
Lesson 21.3			
Lesson 21.4			
Lesson 21.5 / Exam			
Lesson 22.1			
Lesson 22.2			
Lesson 22.3			
Lesson 22.4			
Lesson 22.5 / Exam			
Project: Thesis Paper Finished			
Lesson 23.1			
Lesson 23.2			
Lesson 23.3			
Lesson 23.4			
Lesson 23.5 / Exam			
Lesson 23.6 / Project: Choose “Hour Project” Goal			
(See below for more details)			
Lesson 24.1			
Lesson 24.2			
Lesson 24.3			
Lesson 24.4			
Lesson 24.5 / Exam			
Lesson 25.1			
Lesson 25.2			
Lesson 25.3			

Antiquity | How to Use This Curriculum

Item	Complete	Portfolio	Score
Lesson 25.4			
Lesson 25.5 / Exam			
Lesson 26.1			
Lesson 26.2			
Lesson 26.3			
Lesson 26.4			
Lesson 26.5 / Exam			
Lesson 27.1			
Lesson 27.2			
Lesson 27.3			
Lesson 27.4			
Lesson 27.5 / Exam			
Project: Hour Project Complete			

PORTFOLIO AND PROJECT GUIDE

ANTIQUITY PORTFOLIO

The Antiquity Portfolio is essentially a scrapbook or a visual textbook for the semester's lessons which shows the lessons that have been verbally discussed. Students should complete this with a great attention to craftsmanship and ownership of the material.

Portfolio entries should be completed for each lesson. Portfolios should be completed in a scrapbook, photo album, 3-ring binder, or a fine sketchbook. Portfolios must have a title page with the name of the class, the student's name, and the year or period of time during which they were completed. The paper used for each entry should be of durable quality such as card stock or a heavy drawing paper. Notebook and copier/printer paper should not be used.

Portfolio entries should be both visual and textual. Titles and captions should be used for all entries as well as pictures, photographs, maps, famous paintings, original artwork, articles, advertisements, poems, lyrics, quotes, etc. Each item of content should relate to the lesson discussed. Entries should have a **minimum of three items or one item of original artwork.**

Portfolios are graded upon completion, presentation, craftsmanship, and the following of directions.

CREATION WEEK PROJECT

For the Creation Week Project, students complete and present an artistic rendering or representation of all 7 days in the creation week.

Students are to carefully read and reread the account of the creation week, taking notes about its events, order, and significance. Students must then choose a medium in which to represent or imitate the seven days of creation.

Media may vary greatly. For example, a student could choose to make seven paintings, drawings, or watercolors that individually represent each day. Or a student could write seven individual poems or a longer work that details and praises each day of creation. Additionally, a student could create a model of the seven days, illustrate a children's book of the seven days, design and write a story based on the themes of the seven days, create a musical composition illustrating the seven days, complete a scrapbook, make a photography collage, write a speech based upon the themes of the seven days, etc.

This project should be completed by the end of the seventh lesson. Projects are graded first and foremost on the student's accuracy in knowing and recreating the order and themes/details of each day of creation. Secondly, projects are graded on quality, craftsmanship, diligence, and ambition. These projects should be done well

and be presented in permanent materials, i.e. ink instead of pencil, art paper instead of notebook/computer paper, etc. Thirdly, students are graded on their ability to present and explain their project and how it represents or imitates each day of creation specifically. Finally, students are graded on their presentation skills.

THEATRICAL MASK AND MONOLOGUE PROJECT

Students are to craft a mask representing a historical or mythical character of antiquity and will also pen a monologue for their chosen character. Masks and monologues are presented in character.

Students should first select a well-known character from antiquity such as a person from the Bible, Mesopotamia, Egypt, Greece, Rome, China, India, etc. Secondly, students will write a monologue from the character's perspective (1st person) that illustrates who the character is by giving their side of a particular story or a commentary on their achievements or an expression of their desires, etc. Such monologues will require research of the chosen character in order to be accurate. Monologues should also be lively and dramatic, demonstrating the perceived personality and emotions of the chosen character. Monologues should last 3-5 minutes and may be read or memorized. Monologues will be graded upon accuracy, liveliness, and delivery.

Students will also create a mask of their chosen figure that clearly represents who their figure is. Masks may be crafted out of wood, metal, clay, papier-mâché, high-quality paper, etc. The mask must be able to fit over the student's face by a string or held by a handle for the presentation. Masks will be graded on clarity of representation, craftsmanship, and creativity.

[Note: the next two projects are generally second semester items. Older students, however, may want to incorporate them into both semesters.]

RESEARCH AND THESIS PAPER

For this project, students are to write and present a research and thesis paper that demonstrates a knowledge of their chosen topic and an opinion or argument about their topic.

Students must first choose a topic of interest from the history of Antiquity occurring between the era of Creation and stretching to the resurrection of Christ. Topics should be thoroughly researched and a thesis statement with three proofs should be formed. Students must then write an outline and complete a written paper with a bibliography. Papers should be presented before an audience with an opportunity for questions to be asked of the student about their topic and thesis.

Papers should be between 3-10 pages based upon grade level and ability. Students should select a number of sources sufficient to cover their chosen topic. Papers must

contain a bibliography, should be written in MLA format, and should average at least one citation (quote or reference) per paragraph.

This project should be completed by the end of the 21st lesson. Students should choose their topic and write their thesis statement by the end of the 16th lesson. Outlines should be completed by the end of the 18th lesson.

Research and thesis papers are graded upon having sufficient sources, thorough and accurate research, evaluation of the topic, completing the assigned number of pages, grammar, spelling, format, logic of argument, and overall style.

Possible topics include but are not limited to:

- *The Pattern of Creation & the Musical Octave*
- *Traditional Creation vs. Theistic Evolution*
- *The Pattern of East and West in the Bible*
- *Modern Evidences for the Flood*
- *Towers of Babel throughout History*
- *Assyrian Libraries*
- *Babylonian Myths*
- *The Archaeology of Hittite Culture*
- *The Unique Nature of Patriarch Stories*
- *Imhotep and the Early Egyptian Tombs*
- *The Egyptian Book of the Dead*
- *Ramses II*
- *Levitical Sacrifices and the Gospel*
- *Christ and the Case Laws of the Old Testament*
- *Canaanite Culture*
- *The Sea Peoples and the Philistines*
- *Giants in the Old Testament and Antiquity*
- *King David and the Ark of the Covenant*
- *The Patience of God through the Old Testament Prophets*
- *The Persians and Religious Freedom*
- *China and Tradition*
- *Emperor Shih Huang-ti*
- *Buddhism and Modern Culture*

- *Indian Art and Architecture*
- *Greek Myths and Biblical Stories*
- *Plato, Aristotle, and Paul*
- *Roman Government and the United States Founding Period*

THE HOUR PROJECT

To complete the year of Antiquity, students craft a single project in a medium of their choice about any topic covered. Students should spend a required number of hours (30-40 hours is recommended) completing this project in order to attain a high level of quality and to create a project that is desirable to keep and display.

First, students must choose their project. Sample projects include, but are not limited to:

- *Cuneiform Tablets*
- *Model or Painting of the Hanging Gardens*
- *Egyptian Papyrus Painting*
- *Musical Composition of Select Psalms*
- *Reproduction of the High Priest's Breastplate*
- *Illustrated Children's Book on an Old Testament Story*
- *Chinese Calligraphy and Poetry*
- *Japanese Flower Arranging*
- *African Drums*
- *Poetic retelling of a Greek Myth*
- *Play about the last days of Socrates*
- *Scale Model of the Parthenon*
- *Greek Sculpture*
- *Map of Alexander's Empire*
- *Short Film depicting early Roman History*
- *Roman Painting or Mosaic*
- *Reproduction of a Roman Gladius*
- *Sculpture of the Diskobolus*
- *Play about the lives and thoughts of the Greek philosophers*
- *Scale model of a Chinese ship*

- *Reproduction of a Japanese screen*
- *Epic in the style of Homer*
- *Recreation of an Egyptian royal outfit or a Greek dress*
- *Garden modeled after Japanese, Babylonian, or Chinese practices and styles*
- *Novella retelling a classic myth or a Biblical story*
- *Reproduction of a Greek Lyre*
- *Documentary on world religions*
- *Indian meal*
- *Movie about Thermopylae*

Students must then carefully plan and execute their project, keeping a log of hours worked toward their project's completion. Projects must have stated goal from the beginning such as, "I will build a scale model of a ziggurat" or "I will create a 15-minute documentary about the Battle of Thermopylae."

The Hour Project should be completed by the end of the 26th lesson. Students should choose their project and state their project goal by the end of the 23rd lesson.

Hour Projects are graded upon meeting the required number of hours, craftsmanship, ingenuity, appropriateness to the history of Antiquity, and work ethic.

GRADING GUIDE

ON EXAMS

Grading is one of the most challenging tasks of the humanities teacher. Grading a simple question such as, “In what year was Confucius born?” is easy and straightforward. But grading the question, “Why did Rome transition from a republic to an empire?” is rather complex because it requires a careful consideration on the part of the teacher over a multitude of answers. The reason for this is that history is an art within the humanities which, as Harry L. Lewis once said, “teach[es] us what it means to be human.” A multitude of answers can therefore be given since different students have different perspectives.

That said, specific information is always provided in these history lessons. Furthermore, a principle, or main idea, is always referred to. The real art of the humanities teacher is to evaluate a student’s knowledge, understanding, and wisdom of a given subject. Such an evaluation looks like this:

- A. Knowledge**—Does the student know key people, places, dates, and events?
- B. Understanding**—Does the student understand how the idea or action of one person or people resulted in a specific event or culture later in history?
- C. Wisdom**—Can the student apply this knowledge and understanding to other periods of history, other subjects, and even his or her personal life?

When I grade my students according to this rubric, I ask several key questions of the student’s answers. First, I want to know, “Do the answers of the student show a work ethic matching their current maturity in the discipline of history?” No one starts in the same place as another. Every individual brings a unique experience and perspective to the table. Thus, not all students have the same abilities as each other when answering questions or performing tasks. However, all students can be graded against themselves, week-by-week. The goal is to see consistent improvement in students’ answers exam-by-exam and to evaluate their level of work ethic when they apply themselves to an assigned task or question.

Secondly, “How thorough is the answer of the student?” Consider whether or not the student has answered all parts of the question. Determine whether or not all required information has been included. Ask the student to augment answers that are vague or lacking in detail. After all, history is about specifics and is typically told through a narrative. Students should be able to retell the stories of the past as this is the key to enjoying history.

Thirdly, “Does the student show an ability to interact with and explain the principle through their answers?” This is the most difficult part to grade but is also the most rewarding. In the work of my students, I am constantly searching for an

understanding of how Biblical principles work, whatever the subject, because this is the key to wisdom. In the answers of your students, you want to ask whether or not they understand the main idea and have connected it to the specific info contained in the lesson. If they have, encourage them to apply this in other areas of their life. If they have not, review the material or discuss it from a fresh perspective.

History is an art and cannot be mastered in any single lifetime. It is an art akin to a spiritual discipline since no matter the number of times we have heard a certain tale or learned a specific verse, we must return to it again and again lest we become forgetful and slip into the void of unfaithfulness. History teaches us to remember God's mighty deeds and to hope because an infinite and merciful Yahweh has already ordained our days—past, present, and future.

ON THE READINGS

The readings have been carefully selected to create a fully-orbed program. These readings consist of speeches, first-hand accounts, sermons, letters, poems, and historical narratives. Each reading is also accompanied by a question or two about the selection in order to prompt a student's critical thinking in each reading. Some readings are easily accessible to high school students and some are more challenging. Therefore, it is up to the discretion of the teacher whether or not to assign a reading, all of the reading, or to coach a student through part of the reading.

Please remember that these materials are designed to give a student a full course in modern history and may be seen as either core materials or supplemental.

ON PORTFOLIOS

The name of the game in portfolios is *craftsmanship*. When I grade portfolios, I am primarily interested in whether or not the student has created a visual scrapbook of high quality work and whether or not they have done this work consistently. Also, I only grade the weekly (or per lesson) portfolios on a quarterly basis. I find this to be a good measure and encouragement of a student's personal responsibility and time management. To be precise, here is my rubric for grading portfolios:

Portfolio Grade

1st Quarter

Requirements: Has the student met the required number of portfolio entries along with their assigned topics?

____ out of 10 points

Consistency: Has the student shown diligence in regularly making entries with a variety of or a consistency in presentation methods? (i.e. prints, pictures, maps, original artwork, etc.) Has the student met the required items for each entry and included captions?

____ out of 10 points

Craftsmanship: Has the student put purposeful effort into his/her work with a desire for artistic quality?

____ out of 10 points

Presentation: Has the student arranged the material well and presented it in an attractive manner? Has the student followed all directions? (Binding? Paper quality? Title page?)

____ out of 10 points

ON PROJECTS

Like portfolios, projects require diligence and craftsmanship. While each project is different, they can all be graded upon these two virtues. Additionally, I also require classroom presentations of my students for each project which contribute to their overall grade. This may or may not be feasible in your situation but is highly encouraged.

Here are my grading rubrics for each project in the Antiquity year:

Creation Week Project Grading Sheet

Name _____

Date _____

Project

Accuracy: Has the student accurately portrayed all 7 days of creation with their events and themes?

_____ out of 20 points

Craftsmanship: Of what quality is the project? How well executed is it?

_____ out of 20 points

Work Ethic: How industrious is the project? How consistent was the student in pursuing this project?

_____ out of 20 points

Ambition: How difficult was the medium attempted for the student? How much passion went into this project?

_____ out of 20 points

Presentation

Posture and Dress: How well does the student hold himself or herself? How well does the student present himself or herself in dress and posture?

_____ out of 5 points

Quality of Speech: How well does the student project his or her voice? How clear and intelligible is the student's speech?

_____ out of 5 points

Eye Contact: How well does the student make eye contact with the audience?

_____ out of 5 points

Content of Speech: Has the student discussed each of the assigned pointers?

_____ out of 10 points

Theatrical Mask and Monologue Project Grading Sheet

Name _____

Date _____

Project

Craftsmanship: Of what quality is the mask? How well executed is it?
_____ out of 20 points

Creativity: How original and creative is the mask? How well does it fit the chosen character
_____ out of 20 points

Monologue

Accuracy: How accurately does the monologue show the chosen character? Has the student done obvious research and incorporated this research into the monologue?
_____ out of 15 points

Written Quality and Liveliness: Of what quality is the writing? How lively is the writing? Does the monologue fit the time requirement of 3-5 minutes?
_____ out of 15 points

Delivery: How well did the student portray his or her character? Did they make a dramatic presentation?
_____ out of 15 points

Presentation

Posture and Dress: How well does the student hold himself or herself? How well does the student present themselves in dress and posture?
_____ out of 5 points

Quality of Speech: How well does the student project his or her voice? How clear is the student's speech?
_____ out of 5 points

Eye Contact: How well does the student make eye contact with the audience?
_____ out of 5 points

Thesis Paper Project Grading Sheet

Name _____

Topic _____

Date _____

Research & Topic

Research: Has the student done sufficient research for his or her topic and pursued the topic to unique ends? Has the student met the required amount of sources?

_____ out of 20

Ownership: How well has the student engaged the topic and time period? How well has the student received and evaluated the worldview of the topic?

_____ out of 20

Work Ethic: How consistent has the student been in his or her work throughout the project's duration? Has the student met overall paper and page requirements?

_____ out of 15

Grammar & Format

Grammar & Spelling: How well has the student conformed to correct grammar and spelling?

_____ out of 5

Format: How well has the student followed MLA format?

_____ out of 5

Logic & Rhetoric of Argument

Logic: Does the student's argument follow a logical progression? How well has the student thought through his or her thesis statement and its connection to each proof and point?

_____ out of 10

Rhetoric: Of what quality is the style of writing? Does the student show a unique voice that reflects his or her own personality and calling?

_____ out of 10

Paper Presentation

Posture and Dress: How well does the student hold himself or herself? How well does the student present himself or herself in dress and posture?

_____ out of 5 points

Quality of Speech & Eye Contact: How well does the student project his or her voice? How clear is the student's speech? How well does the student make eye contact with the audience?

_____ out of 5 points

Speech Content: Does the student adequately tell his or her topic, thesis, and research? Is he or she able to converse about his or her topic and thesis?

_____ out of 5 points

Hour Project

Grading Sheet

Name _____

Date _____

Project

Hour Requirement: Has the student met the required number of hours?
_____ out of 20 points

Craftsmanship: Of what quality is the project? How well executed is it?
_____ out of 15 points

Ingenuity: How original and creative is the project? Does the student show ingenuity in the solving of problems?
_____ out of 15 points

Appropriateness: Does the project fit within the assigned time period? Does the project show an attention to learned principles? Has the student adequately researched his or her topic?
_____ out of 15 points

Work Ethic: How industrious is the project? How ambitious is the project?
_____ out of 15 points

Presentation

Posture and Dress: How well does the student hold him or herself? How well does the student present themselves in dress and posture?
_____ out of 5 points

Quality of Speech: How well does the student project their voice? How clear is the student's speech?
_____ out of 5 points

Eye Contact: How well does the student make eye contact with the audience?
_____ out of 5 points

Content of Speech: How well does the student describe their chosen project and its work? How well does the student articulate their vision for this project or this medium?
_____ out of 5 points

SUGGESTED LITERATURE TITLES FOR ANTIQUITY

A possible reading syllabus corresponding roughly to the chronology of the course:

Literary Introductions to the Books of the Bible by Leland Ryken

Genesis

Paradise Lost by John Milton

The Epic of Gilgamesh, translated by N.K. Sandars

Tales of Ancient Egypt by Roger Lancelyn Greene

Leviticus & Hebrews

Ruth

I & II Samuel

Proverbs & Ecclesiastes

The Bhagavad-Gita: The Song of God, translated by Swami Prabhavananda & Christopher Isherwood

The Analects, translated by D.C. Lau

Classical Gods and Heroes, translated by Rhoda A. Hendricks

Till We Have Faces by C.S. Lewis

The Odyssey by Homer, translated by Robert Fagles

Oedipus Rex by Sophocles, translated by Robert Fagles

The Portable Greek Reader, ed. W.H. Auden (Selections by Plato & Aristotle)

Julius Caesar by William Shakespeare (Oxford School Shakespeare Edition)

The Aeneid, translated by Sarah Ruden

On the Incarnation by Athanasius

The Man Born to Be King by Dorothy Sayers

The Everlasting Man by G.K. Chesterton

EXAM ANSWER KEY

Lesson 1

Lecture 1.5—Portfolio Assignment

1. **Begin your portfolio by creating a title page and an entry on the purposes of life, school, and history.**

The student essays will probably be based upon one or more quotations found in Lesson 1. All of these quotations pertain to history and/or the humanities.

The task students have to complete is a written portfolio entry on the continued relevance of the humanities to their immediate vocation as students. This is meant to be general so a wide array of answers is acceptable. Look for whether or not a student wrestles with the ideas put forth by the author of their chosen quote(s).

Lecture 1.5—Exam #1

1. **What is the purpose of life? Give a detailed answer.**

This is a question which may be answered with great latitude, although the general answer is: “To glorify God and to enjoy him forever.”

2. **For what primary reasons do we undergo a formal education through school?**

Education is a privilege for it allows us to practice true leisure, which is contemplation. True education instills wisdom (that which is used, applied, and lived) and causes delight as we learn to love what is true, beautiful, and good. Education, like worship, should cause us to respond to God with thanksgiving and praise. It gives a sense of legacy while teaching us what it means to be human. Finally, true education trains us to a life of virtue and service.

3. **List and define at least four (4) reasons for the study of history.**

- To remember who God is and what he has done.
- To have a proper gravity about this life and this fallen world.
- To see the steady redemption of an infinite God.
- To know our own identity and to project the future.
- To know faithful, persistent heroes.
- To know unfaithful, self-gratifying villains.

- To avoid the mistakes of the past.
- To be story-tellers.

Lesson 2

Lecture 2.5—Exam #2

1. What is an incommunicable attribute? What are the six (6) incommunicable attributes of God delivered in this lesson?

Incommunicable attributes are characteristics that God does not share with his creation; they establish the distinction between Creator and creature.

God's six incommunicable attributes are: aseity (self-sufficiency, not created), immutability (without change), infinitude (without beginning or end), omnipotence (all-powerful), omnipresence (all-present), omniscience (all-knowing).

2. What are some of God's communicable attributes? How do they add to the revelation of who God is?

Justice, goodness, wisdom, love, wrath.

God's communicable attributes show that even though God is transcendent (beyond his creation), he is immanent (present in a real way) within it, in a manner his creatures can sometimes share.

3. What are some of the shared characteristics of pagan creation accounts? What does the biblical creation account communicate about the person of God and about His creation?

1. Heavens are the focus, not earth or the rest of creation.

2. Matter is eternal, and will outlast god/the gods.

3. Man is created to serve the gods, rather than created for worship.

In contrast to the pagan account, the biblical creation account shows that God creates willingly, creates out of love, and creates things he declares to be good.

4. How does Hebrew grammar and vocabulary add to the historicity, specificity, and beauty of the creation account in Genesis?

Answers will vary. For example, Moses will give the name of God as *Elohim* to show the power of a Creator not yet personal with his creation, and *Yahweh* when God expresses his covenantal relationship with man. Other answers might include specific words for creation.

5. Describe the chief differences between the interpretations of Genesis with regard to the origins of the universe. Which one do you find the most compelling? Why?

Calendar Day: a straightforward reading of 6 days of work, 1 day of rest.

Day-Age: days are of indefinite length, e.g. Ps. 90:4.

Framework: the 6 days of creation work are a literary construct or metaphor, even though the account is inspired.

Analogical Days: days are analogous and not identical to our own days, and they represent a period of God preparing the world for man.

Judge student responses based on their understanding of the chosen interpretation, their assessment of weaknesses in the others, and the honesty of their approach to any outstanding questions or difficulties.

6. How does evolution fail to escape philosophical and even religious questions?

As several of the quotations by evolutionists used in the lecture point out, materialistic explanations of the origin of the universe require an *a priori* commitment to material causes, no matter how counterintuitive or mystifying. There are always philosophical assumptions made that wonder at the awesome size, scope, or detail of the observable universe.

7. What are the themes for each of the days of Creation?

Day 1: sovereignty (heaven; separation of light from darkness; Spirit of God; *ex nihilo* creation)

Day 2: separation/distinction (upper and lower waters; heavens a curtain between highest heaven and rest of created world)

Day 3: fruitfulness (separation of land from seas; baptismal image of dry land appearing; plants will feed man through provisions)

Day 4: government (central day in the week; heavenly bodies come after light to prove they are not themselves divinities; heavenly lights glorify the Earth)

Day 5: swarms (life only at God's command; animated life distinct from plant life; first usage of "be fruitful and multiply")

Day 6: vice-regency (climax of the story; creeping beasts secondary helpers to Man; Hebrew grammar of Man's creation is personal and strong, not impersonal; *imago Dei*)

Day 7: rest and completeness (all *very* good after creation of Man and Woman; account of week opens and concludes with activity of Creator; no activity, but blessing and sanctifying; time made holy)

8. Use the categories of man's uniqueness to explain what Francis Schaeffer meant by "the mannishness of man."

Morality, art, reason, and language show Man's utter difference from the rest of creation. Examples will vary, and might include the failed attempts to disprove this uniqueness like "Nim Chimpsky."

Lesson 3

Lecture 3.5—Exam #3

1. What is Moses' purpose in structuring Genesis around *toledoths*?

Moses traces the genealogies of Genesis to show the ongoing conflict of the City of Man v. the City of God. Like other genealogies of the ancient world, the patriarchs of a family or nation shape its history. However, unlike those genealogies, Moses provides specific details (ages, sons) that show God's intimate involvement in provision for his creation.

2. What is the problem of sin? Provide some resolutions to the problem.

The problem of sin can be stated thusly: how could an all-powerful, all-benevolent God permit the existence of evil? A few answers are provided in the lecture, so student responses will vary. The basic thesis of all biblical answers should be: for God's glory. See next answer for more detail.

3. What does it mean to say that "God is the victim and the hero" of history?

Rather than remaining a passive observer of his creation (like so many other ancient gods), the God of Holy Scripture reaches down to his creation, revealing himself in word, deed, and spirit. Thus, his solution to the "problem of evil" is to do for man what man could not do for himself: restore right relationship with a holy God. To do this, the Son of God becomes incarnate, lives a perfect life of obedience, suffers the unjustly the just punishment for man's sin, and conquers the grave.

4. What are the four (4) tasks with which God charges Adam?

1. Tend the garden.
2. Keep the garden.
3. Name the animals.

4. Dominion mandate: be fruitful, multiply, and fill the earth.

5. Describe some of the different failures of man in the Fall.

Failure to be thankful

Failure in created roles

Failure of Creator-creature distinction

Failure to cling to God

Failure to be fruitful

6. How are God's curses for sin tied to man's joys? Why are they connected in this manner?

The curses show that man cannot enjoy unhindered the blessings of creation without obedience to the Creator who bestows them.

7. How does the story of Cain illustrate the conflict between the City of Man and the City of God?

Cain's anger even before his sin revealed the state of his heart. Rather than seek forgiveness, Cain nursed his hatred and acted upon it. His sin carried generational consequences, and so his line is marked by the same pride and violence as its patriarch. Nonetheless, God permits the line to persist alongside that of the City of Man. The contrasts are important, even down to the way in which Moses recounts the genealogies.

8. Provide evidence for the following thesis: Biblical genealogies are significant historical records.

Evidence can be wide-ranging, but should include some reference to the meaning of names within the genealogies; the way in which they reference specific years, events, and people; and to the way in which they mark God's unfolding plan for the redemption and restoration of his people.

9. Is there extra-biblical support for the claim that Enoch, from the line of Seth, existed?

The Sumerian Kin List (10 ancestors with reigns of 10,000 years each) contains a seventh name *Enmenduranna*, who had a special relationship with the sun God and learned astrology. Tablets from Nineveh mention a Utuabzu who ascended to heaven—the seventh of 7 sages of old.

10. How is the Flood a re-creation story?

The Flood was the world's greatest judgment and recreation. Many of the attendant events (waters coming together again, new start with land arising out

of water, wind sweeping away water) are reminiscent of Creation activity. Noah being the first man born after Adam dies shows the arrival of a potential New Adam. Finally, the first event recorded after the ark comes to rest is the building of an altar in worship.

11. What are some of the similarities between Mesopotamian flood stories and the narrative in Genesis? Provide at least three (3) examples.

Both Mesopotamian and Biblical accounts share the following characteristics in their flood narratives: divine origin, one man & family chosen, waters which destroy all other life, a vessel which lands on a mountain, birds which are sent from vessels, a man who offers a sacrifice of thanks at the flood's conclusion, and the race of mankind renewed upon the earth.

12. What are some of the differences between Mesopotamian flood stories and the narrative in Genesis? Provide at least three (3) examples.

Important differences between the flood narratives are: different reasons for the occurrence of the flood, whether the coming flood is hidden or made known to mankind, the addition of gods who participate in it, a different shape of the vessel, a different duration of the flood, extra characters in the story, different sacrifices offered, and different reasons for the sacrifices themselves.

13. Is there a way to resolve the problem posed by different humanoid fossils?

The fossil record reveals Flood destruction from Pre-Cambrian layers (where the fossil record starts) and upheaval during the post-Flood era—Cenozoic. Homonids are a species of mankind. Scripture considers Noah a new Adam (in Gen. 9:20 “from these 3 sons the whole earth was dispersed”). Primitive culture develops gradually, with Babel representing the height of work.

14. List and explain at least two (2) of the categories of artifacts that have been discovered since the Flood. Which specific items caught your attention?

The categories discussed in lecture are tools, burial sites, dwellings, and art. There are a number of specific locations mentioned in the lecture which students can use as support in their answers.

Lesson 4

Lecture 4.5—Exam #4

1. **How does Percy Bysshe Shelley's poem "Ozymandias" reveal both man's pride in his power and his limits?**

The poem clearly shows Ozymandias' pride in his works as he calls the mighty to despair before his greatness. However, the irony of the poem is equally clear for Ozymandias is long dead, and his works have fallen into ruin as only two trunkless legs still stand.

2. **For what reasons is the Old Testament a reliable text?**

- Josephus praises the scribal traditions of the Jews to keep the Old Testament intact without adding or removing anything.
- The Old Testament itself calls God's people to neither add nor take away from the word while also testifying to the care given in keeping accurate records of the law and prophets.
- The Masoretic text carefully notes differences between 'what is written' (passed down) and 'what is to be read' (interpreted).
- The Septuagint was translated relatively close to the time of the latter works of the Old Testament.
- The Dead Sea Scrolls, discovered in the 20th century but dating to the B.C. era, are largely in agreement with the text we have received and maintained.

3. **Why do chronology and dating the events of the Old Testament matter?**

It shows that these events happened in history at a certain time.

4. **How is city-building an important feature of the City of Man culture found in both Cain's line and in the history of Mesopotamia?**

Both Cain and Nimrod are city-builders. Mesopotamian culture was designed around the city and its mythology associates the beginning with city-building and brick-making.

5. **For what reasons did the people build the Tower of Babel?**

For pride, to make a name for themselves, and due to fear, to prevent themselves from spreading over the whole earth.

6. Why might Eridu be the site of Babel?

It is the world's oldest city, has a massive, unfinished platform for a large ziggurat, and is the source for mass-produced pottery and bricks, which appear throughout the Ancient Near East after this city was apparently abandoned, shortly before the rise of cuneiform.

7. Who was Nimrod?

Nimrod was of the line of Cain and is the first recorded emperor, ruling over and building several cities of ancient Mesopotamia. He is described as a mighty man and hunter, suggesting that he was mighty in slaughter and battle.

8. Who was Sargon I?

The first Mesopotamian emperor who ruled over a similar territory to Nimrod and may be the same as Nimrod. He is described by the ancient chronicles as having no equal and being a mighty conqueror.

9. What does Mesopotamia mean, and where is it located?

Mesopotamia means 'land between the rivers'. It is located on the banks of the Tigris and Euphrates rivers.

10. What were Mesopotamian cities and governments like?

Their cities were the centers of all life and culture where the vast majority of people, even farmers, lived. These cities were ruled by a *lugal* or a 'big man' that governed by a complex system of laws and taxes. The land was typically owned by the state, which maintained standing armies for what was often perpetual war.

11. What was the purpose of the ziggurat?

It served as an artificial mountain and a meeting place between the gods and man as temples and altars were located on the pinnacles of these buildings.

12. What was cuneiform? What is the content of the vast majority of cuneiform tablets discovered?

Cuneiform is the world's oldest writing system that uses a series of wedge-shaped characters to record words and information. The vast majority of cuneiform tablets record business and tax transactions.

13. How does the Mesopotamian creation account both compare and contrast to the creation story of Genesis?

The Mesopotamian stories have a watery chaos, light before the sun, a similar order to Genesis, and feature the number 7. However, there is no *ex nihilo* creation or a true beginning of all time, space, and matter. Instead, time and the

gods simply appear and the creation is accomplished by material means through sex and violence.

14. What does *The Epic of Gilgamesh* reveal about Mesopotamian or Sumerian culture?

The epic shows Mesopotamian man's quest for immortal life and his failing to achieve it. It also shows the same culture's preoccupation with strong men and grand cities.

15. Of what character was Hammurabi? How does his law code differ from the Old Testament's?

Hammurabi was a violent and often deceitful conqueror who bragged of his achievements like most Mesopotamian kings. His law code was designed to control his empire and focuses on the importance of property. Rather than being given by God, it is clearly a man-made document that addresses the behavior of the people more than the heart of the people.

Lesson 5

Lecture 5.5—Exam #5

1. According to Paul Johnson, how did the Egyptians view the purpose of life?

Life was preparation for death and the afterlife.

2. How do Psalms 16 and 27 contrast with Egyptian religion?

The psalmist trusts God for both resurrection of his body and for eternal communion before God's throne. The Egyptians took these tasks upon themselves.

3. Why did the Egyptians craft so much in stone?

They crafted their tombs and goods for the afterlife in stone so that they would last forever.

4. How did both deserts and the Nile River shape the culture of the Egyptians?

The Nile provided predictable flood waters and nutrient-rich soils. The deserts provided natural barriers against invaders. Together, they gave a sense of life and death in the world.

5. How is Ra similar to and different from God?

Ra creates by his word and is called the all-powerful one. However, Ra grows old and can no longer defeat evil (Apophis). Thus he is not actually all-powerful.

6. Why were Osiris and Horus important gods to the Egyptians?

Osiris represents the hope of resurrection and Horus represents the defeat of evil once and for all.

7. How does one attain eternal life in Duat according to the Egyptians?

The Egyptians believed one must keep a pure heart (*ḥb*) and be able to confess that they had committed no sin. The name (*ren*) must be inscribed and remembered by the living while both the soul (*ba*) and the spirit (*ka*) must have an intact, preserved body in order to travel freely between Duat and this world. Thus mummification, with its precise methods and ceremony, was essential to insuring salvation.

8. Who is Ma'at and how did this affect Egyptian government?

Ma'at was the goddess of stars, seasons, justice, morality, and harmony in the cosmos. She represented things working according to how they should, ruled by a righteous leader from the top down. Therefore, Egyptian government was modeled on a similar construct with pharaoh having supreme, unchecked power.

9. Who was Narmer? What does his Palette reveal about him?

King Narmer united upper and lower Egypt and was an early lawgiver. His Palette emphasizes his importance by showing him as larger than all other figures as he violently conquers Egypt.

10. What is the purpose of the Great Pyramid? What makes it a remarkable structure?

The Great Pyramid was built as a tomb to protect pharaoh's body and possessions for all time. It is a remarkable feat of engineering as it was the tallest structure on earth till modern times, its monolithic stones fit precisely together, it is coordinated with the cardinal directions, and is almost perfectly square and level.

11. Who was Akhenaten? What massive change did he affect?

Akhenaten was a New Kingdom pharaoh who attempted to transform Egyptian religion into a monotheistic worship of Aton, the god of the sun. He had his portrait depict him realistically and as a family man.

12. Why is Ramses II considered Egypt's greatest pharaoh?

Ramses II had the 2nd longest reign of any pharaoh, won numerous victories, restored the Egyptian treasury, and built monumental works, especially at Karnak and Abu Simbel. His most famous victory, which may have been a draw or defeat, was over the Hittites at Kadesh. It's retelling adorned his temples and served as the textbook for writing in the schools.

13. What is unique about Egyptian hieroglyphics? How did they shape their culture?

Egyptian hieroglyphics were only learned by an elite group of people since they were quite complex. They always accompanied art since the Egyptians put word and deed together. Even more remarkably, they remained unchanged for 3000 years, revealing the steady passing on of culture the Egyptians practiced.

14. What was the purpose of Egyptian art?

Egyptian art both passed on tradition, as the art did not change styles, and it also served as reminders of ordinary life for the dead, depicting scenes of plowing, harvesting, baking bread, etc.

Lesson 6

Lecture 6.5—Exam #6

1. How are the stories of the patriarchs different from the typical stories of the Ancient Near East or Mesopotamia?

The tales of the patriarchs are uniquely personal and full of family life. They feel more like real, historical retellings than myths.

2. What is a covenant? What is the primary covenant between God and his people?

A covenant is a promise, contract, and a defined relationship. The primary covenant is that God will be our God and we will be his people.

3. Describe the culture of Ur from whence Abram came.

Ur was a Sumerian city and a center of its religion. It primarily worshipped the moon but also rivers and snakes—all images of new life. A mass grave excavated there suggest some type of human sacrifice.

4. Why were the Hittites once thought to be an invented culture? When and how did this change?

The Hittites were only known through the Old Testament, which causes modern skeptics to doubt their existence. This changed in the 19th century when their cities and cuneiform documents were unearthed.

5. Describe the geography and culture of the Hittites.

The Hittites largely settled in central and eastern Turkey. They were known for both their trade and their iron-making. Their art is monolithic in scale and shows a powerful government. Their religion hoped in an afterlife and a god who defeated the great serpent.

6. What does *lekh-lekha* mean? Why is it a remarkable call?

Lekh-lekha is God's call to Abram: "Go forth immediately." It's remarkable for its simple yet life-changing results as Abram was to leave everything he knew in order to obey God's call.

7. What becomes of every place Abram pitches his tent, digs a well, or builds an altar?

These places become great cities, commercial centers, and places of worship or spiritual significance.

8. What does God promise Abram?

God promises Abram that he will be a great nation, have a great name, and will possess the land in all directions.

9. How does God's promise of the land differ from the way in which Ancient Near Eastern rulers claimed the land?

Abram walks the land like the rulers of old, but he does not personally claim it. Rather, God gives it to him. Furthermore, God does not promise that Abram will possess the dust of the land but promises that his children will be like the dust of the land, which shows a different set of priorities than the Ancient Near East rulers.

10. How is the account of the Battle of Siddim a remarkable and unique narrative?

The account in Genesis, the first to depict a battle, is exemplary because it transitions from a grand narrative of war to a personal story featuring Lot, Abram, and Melchizedek. It gives precise historical detail and describes atypical warfare as Abram divides his forces and attacks at night.

11. Who is Melchizedek and how does his role serve as a climax to Abram's victory in battle?

Melchizedek is the king and priest of Salem who worships God and serves Abram bread and wine, receiving a tithe from him. Jesus is associated with him in Psalm 110 and the book of Hebrews.

12. How is the Covenant Between the Pieces both like and uniquely different than the typical covenants of Abram's day?

Like the covenants of Abram's day, this pact gave a self-maledictory oath or promise of self-destruction if the covenant is broken by the oath-taker. However, in Abram's case, God personally takes the oath upon himself, fulfilling it through the death of Jesus.

13. What is the purpose of circumcision?

Circumcision serves as a visible and intimate reminder of the covenant. It is more fully understood as being a sign of the circumcision of the heart, which implies a heart that truly desires God and wishes to put to death the desires of the flesh.

14. How does the tale of Isaac's near-sacrifice show Abraham's faith?

According to both Genesis and Hebrews, the tale reveals Abraham's faith in God's resurrection of the dead as well as God's provision of a sacrifice.

15. How do both Abraham's first land purchase and Joseph's dying prophecy show the hope in resurrection?

Abraham's purchase of the cave of Machpelah as a tomb is remarkable since it is his first acquisition of the promised land and becomes the main burial site for the patriarchs. The meaning is made more plain at the deathbed of Joseph where he promises that God will visit Israel in Egypt (a symbol of death) and bring them out of that land.

Lesson 7

Lecture 7.5—Exam #7

1. According to Paul Johnson, what kind of work is the Bible?

The Bible is primarily a historical work. It reveals who God is by revealing what he has done for his people.

2. What is the irony in Exodus' lack of mentioning pharaoh's name while recording the names of the midwives?

Pharaoh, despite his power, is nameless due to his wicked orders, whereas the midwives are named due to their faithful resistance to tyranny.

3. How does the name of Moses show further irony in the story of Exodus?

It means 'to be born' or simply 'son' in the Egyptian language. Moses was born and spared during a genocide of Hebrew boys. In Hebrew, it means 'to draw out of water', which both hints at his rescue by the Egyptian princess and God's use of him at the Red Sea to pull his people out of its waters.

4. What is the significance of God's name, Yahweh?

Yahweh reveals God's primary character and existence. By it he declares that he simply is and that no one and no thing made him or has any sway over him. He is simply of himself from all eternity and to all eternity.

5. Give an example of how the plagues judge the gods of Egypt.

- Plague of Blood: judges Hapi, god of Nile and water who wore a red belt.
- Plague of Frogs: judges Hequet, goddess of fertility and shown with a frog's head.
- Plague of Gnats: judges Geb, god of dust—gnats arise from dust.
- Plague of Flies: judges Khepri, god of creation and sun who had the head of a fly.
- Plague of Cattle: judges Hathor, goddess of family and flocks who had the head of a cow.
- Plague of Boils: judges Isis, goddess of medicine and magic—magicians affected by boils.
- Plague of Hail: judges Nut, goddess of sky.
- Plague of Locusts: judges Osiris, god of Duat and crops who had green skin.
- Plague of Darkness: judges Ra, god of Sun who fights Apophis in darkness.
- Death of Firstborn: judges Pharaoh, the firstborn of Ra.

6. What does Passover mean? Why were the Jews to celebrate it every year?

Passover means "to pass over" or "to have compassion." It was to be celebrated by the Jews to serve as a continual reminder of God's mercy to them via a sacrifice. Thus it foreshadowed the sacrifice of Jesus.

7. Why is the Red Sea crossing a monumental event?

The crossing of the Red Sea is routinely cited as one of the greatest miracles showing God's sovereign protection of his people throughout the scriptures. It is also a clearly miraculous event, based upon the account in Exodus, that cannot be explained by natural phenomenon.

8. How does Exodus give us the earliest example of democracy?

Jethro, Moses' father-in-law, suggests that Moses choose capable and honest men to help him rule and judge the people. Deuteronomy 1:13 makes it clear that the people chose these men.

9. What are the purposes of God's law?

The law of God shows the absolute authority that he has over his creation, it reflects his personal character, served as a constitution for Israel, was restitutional, valued all human life as sacred, and served as a schoolmaster to show us both what sin is and to point us to our inability to fulfill it, revealing our need for a savior.

10. How do the Ten Commandments show the love of God and neighbor?

- I. Recognizes that God is the only God and the core desire of mankind.
- II. Reveals that God is infinite and cannot be reduced to or loved as a man-made image.
- III. Demands faithfulness to God's name and uses marriage language to do so.
- IV. Grants a sacred time to better know and contemplate God.
- V. Provides a context for familial relationships and promises long life.
- VI. Values the life of every person.
- VII. Values the relationship of every marriage.
- VIII. Values the property of every person.
- IX. Values the truthfulness of every person.
- X. Values the heart and contentment of every person.

Lesson 8

Lecture 8.5—Exam #8

1. **Of what was the Tabernacle a pattern? To what did it and its sacrificial worship point?**

The Tabernacle and its worship were a pattern of the heavenly reality. They served as earthly reminders of the sacrifice and worship to come. The Tabernacle and its worship of sacrifices foreshadowed the work of Christ who enters heaven as high priest and offers himself as sacrifice.

2. **What is the central verse of Leviticus? What is the central idea of the law?**

“Be holy for I am holy.”

3. **How does the idea of the Tabernacle relate to God’s name Immanuel?**

They both mean the same thing—God dwells among us. The Tabernacle and its sacrifices showed how an unholy people could approach a holy God—through atonement.

4. **Who was Bezalel? What did he accomplish and how is he described?**

Bezalel was the creator of the Tabernacle, its furniture, and the priestly garments. He is the first person in scripture to be described as filled with the Spirit. He had ability, intelligence, knowledge, craftsmanship, and inspiration to teach.

5. **Draw and label the following parts of the Tabernacle: courtyard, brazen altar, bronze laver, Holy Place, golden lampstand, table of showbread, altar of incense, Most Holy Place, Ark of the Covenant.**

Detail and execution will vary by student.

6. **As Nahum Sarna points out, the Tabernacle’s overall layout can be divided into two squares, with the center of each square resting over the brazen altar and the Ark of the Covenant. Why is this significant?**

“From the Ark in the Holy of Holies, God reaches out to Israel; from the altar of sacrifice, the Israelites reach out to God.” (Nahum Sarna)

7. **List and briefly describe the five (5) offerings of ancient Israel.**

- Burnt offering—the worshipper confessed and transferred his sins to a sacrificial animal as an appeasement or propitiation of God’s wrath.
- Cereal offering—the worshipper offered a cake of flour, oil, salt, and incense that served as a dedication of life itself, acknowledging God’s daily bread.

- Peace offering—this was an optional sacrifice and was thus allowed to be partially eaten by the worshipper who communed thus with God.
- Sin offering—this offering was to restore fellowship with God for unintentional sins or sins of omission.
- Guilt offering—this offering was to restore fellowship with God for intentional sins or sins of commission.

8. Who were the Canaanites and for what were they known?

The Canaanites were descendants of Canaan and were a collective group of peoples from the Ancient Near East including the Amorites, Phoenicians, Jebusites, etc. They were excellent in trade and developed one of the oldest alphabets. Their gods were the Baals who were responsible for giving rain, defeating death, and rising again. At various times, the Canaanites sacrificed their children to their gods.

9. Why was Israel granted the Promised Land? Was it due to their righteousness?

Israel was not given the Promised Land due to their righteousness. In fact, their character attests to something different. Rather, Israel was given the Promised Land to fulfill what God had promised Abraham and due to the wickedness of the Canaanites.

10. How does Joshua show himself to be a faithful leader?

Joshua calls the people to obey the law and reminds them of God's history of faithfulness by practicing the Passover and erecting Ebenezers to mark God's miraculous works. Joshua is clearly obedient to God throughout the conquest and relies upon God's faithfulness at places such as Jericho where worship accomplishes victory. His parting speech to Israel calls them to be careful to love the Lord their God and to serve him alone.

11. What is the pattern of Israel's affections and behavior in the book of Judges?

We are told often that Israel had no king and that they did what was right in their own eyes. As a result, they fell under the rule of a foreign power, were oppressed, cried out, were saved by a judge, experienced peace, and then repeated the same pattern in successive generations.

12. How is the book of Ruth a true comedy?

It begins with a death (the loss of Naomi's husband and sons), has a rebirth (Ruth's confession and loyalty to Naomi), and a redemption (Ruth's marriage to Boaz, the birth of Obed, and Naomi's restored joy).

Lesson 9

Lecture 9.5—Exam #9

1. Why is the Temple called a "house of prayer for all nations"? Why is this important?

The Temple serves as a site for all nations, the gentiles, to worship God. This name hints at the kingdom to come.

2. In what three (3) offices or roles do both David and Jesus serve?

They both serve as prophet, priest, and king.

3. How is David a type of Christ?

David serves in the same offices that Jesus serves in, he is called the anointed one, he rules over foreigners (or rather attracts them to his kingdom), he leads and extends worship to include music, he desires to be with God, and he is an ancestor of Jesus as his house reigns forever through the finished work of Christ.

4. How is the Ark misused and lost prior to the kingship of David?

The Ark is misused as a weapon at the Battle of Ebenezer against the Philistines (where it is lost to them), by the Philistines who place it before their idol, and by the men of Beth-Shemesh who look into it.

5. Describe the basic history and culture of the Philistines.

The Philistines may have been a Greek sea peoples who settled in southwest Canaan after unsuccessful attempts to invade Egypt. Their homes and pottery both resemble Mycenaean works whereas their language is unknown since they appear to have no written word.

6. Was Israel allowed to have a king? If so, why did Samuel warn against it?

Yes, Israel was allowed to have a king since the king was prophesied to come from Judah and since Deuteronomy 17 outlines the traits of a righteous king. Samuel objected to the people's desire to have a king since they wanted to be like the other nations and have a king who would rule them, lead them, and fight

their battles for them. Samuel also warned them that this king would take their sons, daughters, land, and livestock.

7. How does Saul fail as king? How do these sins move from personal worship, to his family, and to his kingdom?

Saul first fails by not waiting for Samuel to perform the sacrifice prior to battle. This personal sin removes the promise of kingship from his house. His second sin is against Jonathan, his son, after Saul makes a rash vow. His third sin is in sparing King Agag of the Amalekites along with their livestock.

8. How does David prove his character in his treatment of Saul?

David is a loyal follower of Saul, seeks to comfort him through his psalms, and refuses to kill him despite having at least two opportunities to do so.

9. What city does David conquer and make the capital of Israel? By what other names is this city called?

Jerusalem, which is also called Zion and the City of David.

10. How does David sin? What are the consequences for this sin? How does David handle his sin differently than Saul did?

David sins through his affair with Bathsheba and the murder of her husband, Uriah. The consequences for this are the death of their son, the sword remaining in their house, and the rebellion of Absalom. David is different than Saul since he repents, being a man after God's own heart.

11. How does David dramatically change worship and boldly approach God?

David adds music to Levitical worship and erects a tent for the Ark on Mt. Zion, going before God here personally.

12. What promise or covenant is given to David after he brings the Ark to Jerusalem?

That one from his house will reign over Israel forever.

13. What are significant about the mountains Moriah and Zion? What occurs on these two mountains? What do they represent?

Moriah is where Abraham took Isaac to be sacrificed and is the location of the Temple since the angel of death stopped his slaughter here. Zion is the location of David's tabernacle for the Ark alone and signifies heaven and the Kingdom to come.

14. How does Solomon fail to obey the requirements of a king according to Deuteronomy 17?

Solomon acquires horses from Egypt as well as much gold and silver. He also marries numerous wives and has many concubines from foreign nations who lead him to worship false gods.

15. How does Solomon—assuming he is the writer of Ecclesiastes—appear to repent his life of pleasure and reflect upon the purpose of life in this work?

Solomon, or the writer of Ecclesiastes, reflects that all life is temporary or a breath, that wisdom is better than folly, but the wise still die. He recognizes that the pleasures of this life are a striving after the wind but that it is good for man to enjoy his work, bread, drink, and wife of his youth. He concludes by saying, "Fear God and keep his commandments, for this is the whole duty of man."

Lesson 10

Lecture 10.5—Exam #10

1. What is the role of Israel's prophets?

Israel's prophets confront sin, remind God's people of the law and covenant, and foretell the coming King and Kingdom.

2. What is the message of prophets, according to Peter Leithart?

Israel has sinned and must die. Its only hope is to cling to God.

3. Describe Assyrian culture by describing their art.

Assyrian art is reflective of their culture as it shows figures who are 'muscle-bound', engaged in hunts over mighty animals or in violent conquests often depicting the corpses and severed heads of the vanquished.

4. Who was Ashurbanipal? What great work did he build? How did he reflect on his own life in his last recorded tablet?

Ashurbanipal was the last great Assyrian king who also created a grand library. He enjoyed many conquests, including a victory over King Manasseh whom he captured, but later suffered defeat and death at the hands of Nebuchadnezzar. In his last tablet, he laments the lack of peace in his country and family while beseeching God to grant him access to the light.

5. How powerful was Nebuchadnezzar II? Describe his accomplishments.

Nebuchadnezzar II brought the Neo-Babylonian Empire to its grand size, conquering Assyria and Israel and defeating Egypt. He built up the city of

Babylon through its walls, the rerouting of the Euphrates to protect it, and its massive building projects such as the Temple of Marduk and the Hanging Gardens.

6. How were the prophets of the Bible distinctly different from the other prophets of the ancient world?

The biblical prophets routinely opposed the sins and corruption of kings and the powerful, whereas other prophets tended to provide lip service to the ancient kings.

7. Connect the verse, “The grass withers, the flower fades, but the word of our God will stand forever,” with the work of the prophets.

The prophets’ mission was a continual reminder of the temporality of this world versus the eternal nature of God and his will.

8. Who was Jeroboam? How was he confronted by the prophets?

Jeroboam was Solomon’s official who was in charge of forced labor. He became king of the 10 tribes of Israel (apart from Judah) and led Israel astray by building and worshipping twin golden calves as gods. Prophets foretold his kingship, confronted his false worship, predicted the destruction of his altar, and prophesied the death of his child.

9. Who was Rehoboam? How was he confronted by the prophets?

Rehoboam was Solomon’s son who lost the 10 tribes of Israel due to his foolishness, reigning over Judah. He built high places and Asherah poles for false worship and was confronted by prophets who warned him to not attack Israel and of his humbling by the king of Egypt.

10. Whom did Elijah confront? What miraculous events happened through the ministry of Elijah?

Elijah largely confronted the idolatry of King Ahab and Queen Jezebel in Israel. Through Elijah’s ministry, God provided replenishing flour and oil to a poor widow, raised her son from the dead, demonstrated his power at Mt. Carmel by sending fire from heaven, and taking Elijah up to heaven by a chariot of fire.

11. Whom did Elisha confront or minister to? What miraculous events happened through the ministry of Elisha?

Elisha confronted and ministered to a number of kings including Ahab, his family, Jehu, Jehoshaphat, Ahaziah, and Joash. Through Elisha’s ministry, God sent two bears against some mocking boys, provided water to Israel’s and Judah’s armies in the wilderness, gave a miraculous supply of oil to a widow, raised a

child from the dead, provided his army of angels against the Syrians, and resurrected a dead man by the bones of Elisha.

12. Who was Hosea? How did his life demonstrate Israel's faithlessness and God's faithfulness?

Hosea was a prophet to Israel during its last days. His life acted as a parable for God and Israel as he was told to marry a prostitute and take her back after she committed adultery. The names of his children directly reflected God's coming judgement against Israel.

13. When did Israel fall? Who conquered it? What happened to its people?

Israel fell in 722 B.C. to the Assyrians under Sargon II. The people of Israel were distributed throughout the Assyrian Empire and people from its territories were resettled there, creating the Samaritans.

14. How did Jeremiah minister to Judah during its last days? What did he prophesy?

Jeremiah prophesied the destruction of Jerusalem, declaring it to be God's will, and counseled the people to surrender. He also bought a field in the midst of the siege as a sign that God would bring his people back.

15. When did Judah fall? Who conquered it? What happened to its people?

Judah fell in 587/586 B.C. to the Neo-Babylonians under Nebuchadnezzar II. Its people were sent as captives throughout the empire although some escaped to Egypt or managed to stay in the land.

Lesson 11

Lecture 11.5—Exam #11

1. How does the principle from Isaiah 45 show that God is sovereign over history?

Isaiah 45 specifies that Cyrus the Great is one called by God though Cyrus knows him not, and that God stirs Cyrus to build his city and set his people free. In the same passage, God declares that he alone is God and that he creates well-being and calamity.

2. How did the Diaspora affect and create Jewish culture?

The Diaspora caused the Jews to form tightly-knit communities throughout the known world in order to maintain their faith, identity, and customs. Since they had no temple, the scribes became increasingly important as the preservers of

written and practiced tradition. The Jewish calendar, feasts, and laws served as a bridge for successive generations to maintain the culture of their ancestors.

- 3. Contrast Daniel's longevity with that of the rulers and kingdoms he advised.**

Daniel advised or served under multiple Babylonian rulers as well as Medes and Persian rulers. His longevity as a wiseman in good standing is a remarkable contrast to the short tenure of many of the rulers he served.

- 4. How many times does Nebuchadnezzar give a positive confession about God? What is the central theme of his confessions?**

Nebuchadnezzar gives positive confessions regarding God and his dominion 3 times. The central theme of these confessions is that God is God, his kingdom is everlasting, and he does all according to his will alone.

- 5. To whom did the Babylonian Empire fall?**

The Medes and Persians.

- 6. Describe the general locations, culture, religion, and governments of the Medes and Persians.**

The Medes lived in what is present-day northern Iraq/Iran and around the Caspian Sea while the Persians lived in what is present-day Iran. The Medes were known for their mining operations and wisemen or magi. The Persians adopted the customs of the nations, developed an alphabet, considered lying a chief offense, saw their king as a supreme tyrant, and followed the teachings of Zoroaster who argued that good and evil were in a seemingly endless battle for control.

- 7. Briefly retell the story of Cyrus' birth, childhood, and rise to power.**

Cyrus' grandfather ordered him exposed at birth, but he was saved by a shepherd who raised him. As a boy, Cyrus commanded the respect of his peers in their games, which led him before his grandfather who learned the truth of his identity. As a young man, Cyrus rallied the Persians and, aided by a disgruntled officer of his Median king and grandfather, managed to conquer all of Media and Persia.

- 8. What did Cyrus conquer? How did he die?**

Cyrus conquered much of Asia Minor, Babylon, and Central Asia where he met his end at the hands of an enemy queen who poured blood down his throat as a symbol of his own lust for conquest.

9. How did the reign of Cyrus positively affect the people and nation of Israel?

Cyrus sent the Jews back to Jerusalem to rebuild the Temple and financed this venture as well.

10. How did Darius come to rule Persia?

Darius joined a plot of conspirators to overthrow the magi who unlawfully ruled Persia in secret. After having successfully taken the empire back, Darius made arrangements for himself to be chosen king by a his horse neighing first.

11. Describe the Persian Empire during the reign of Darius, including his unsuccessful invasion.

Darius ruled over what was the largest empire at the time, expanded the Royal Road so that soldiers and mail could move more efficiently, made a canal to connect the Nile with the Red Sea, and unsuccessfully invaded Greece.

12. How does the book of Esther show the work of God even though it does not mention his name?

Esther shows that God is sovereign over history and governs nations for the benefit of his people.

13. Who are the characters of Joshua and Zerubbabel? What is their primary accomplishment?

During the period of the return, Joshua served as high priest and Zerubbabel as prince from the line of David. Their primary work was the building of the 2nd Temple.

14. Who was Ezra? How did he lead Israel during the return?

Ezra was an official during the reign of Artaxerxes who led a group of Jews back to Jerusalem. Ezra was well-versed in the law and led the people in repentance of their unbiblical marriages and in covenant renewal with God.

15. Who was Nehemiah? How did he lead Israel during the return?

Nehemiah was Artaxerxes' cupbearer who led another group of Jews back to Jerusalem. He rebuilt the city's walls, ended usury, and released children who were enslaved by their indebted parents.

16. Who is the last prophet of Israel and what is his message?

Malachi is the final prophet. His message is that God loves his people, but they have failed to grasp this and his covenant. However, God is sending his messenger to announce the coming of his Kingdom.

Lesson 12

Lecture 12.5—Exam #12

1. How are Hinduism and Buddhism humanistic?

Both Hinduism and Buddhism tend to focus on man's abilities, experiences, and senses in the hope that these will lead to joy and peace.

2. Briefly describe how Hinduism and Buddhism differ from Christianity.

Neither seeks a personal God but an escape from life and even identity. There is no distinction between the Creator and his creation.

3. Describe the geography and diversity of India.

Ancient Indian culture was centered along the Indus and Ganges rivers and has some of the most fruitful farmlands in the world. It is wildly diverse with 4 language groups, 1600 languages, 2000 people groups, and 4 major religions.

4. Describe the Indus River valley city of Mohenjo-Daro.

Mohenjo-Daro was a technologically advanced city of 40,000 that traded with Mesopotamia, had drained streets, canals, granaries, sewers, and highly productive workshops.

5. Who were the Aryans? What did they establish?

The Aryans conquered the Indus River Valley and Mohenjo-Daro, calling themselves a superior group of people or caste. Their caste forbid intermarriage with non-Aryans and separated themselves based upon nose shape.

6. Who are Vishnu, Brahma, and Shiva?

These are the three primary deities in Hinduism. Vishnu is the chief god and is all things. Brahma is the supreme self and creator of everything save ignorance. Shiva is the lord and destroyer of all things.

7. What is the message or lesson of the *Bhagavad-Gita*?

There is no distinction between life and death. The only true good is to escape both through enlightenment by eliminating desires and all distinctions, becoming absorbed into Brahma.

8. What are castes?

Castes are distinct and rigid social groups found in Hinduism. Each caste has its own code of conduct and privileges, although the lower classes have few. The caste system is thought to be given by the gods.

9. Describe a Hindu temple.

Hindu temples, such as Visnavantha, are designed to be like mountains, contain an image of the god or gods in a dark place, and are covered in sculptures, often of a sensual or sexual nature.

10. What did Buddha desire? What did he leave his life as a prince and family to seek?

Buddha sought a solution to death and came to desire the opposite of birth, 'the unborn', or what he called the 'peace of Nirvana'.

11. What are Buddha's Four Noble Truths?

1. Reincarnation is a reality.
2. All life is pain.
3. Pain is caused by desire.
4. The end of desire is Nirvana achieved through right action, right thought, right intention, etc.

12. Describe a Buddhist temple.

Buddhist temples, such as the Great Stupa of Sanchi, are massive mounds meant to reflect the seated and meditating Buddha. They often have gateways and a system of approach to the stupa which contains an image of the Buddha inside. They are also covered in many sensual and sexual images, designed to desensitize the viewer to such.

13. Who was Ashoka Maurya?

Ashoka Maurya was an ancient Indian ruler who reigned with cruelty until he was impressed by a Buddhist monk whom he tried to boil alive. He then converted to Buddhism, erected rock edicts containing Buddhist thought throughout his kingdom, and sent missionaries of Buddhism abroad.

14. Who was likely the first to bring Christianity to India?

Thomas was likely the first based upon writing, archeology, and tradition.

15. Who were the Jesuits? How did they build the church in India?

The Jesuits were a society of Christian monks who trained native missionaries, established schools and seminaries, learned the local language, and adopted local dress as they won numerous converts.

Lesson 13

Lecture 13.5—Exam #13

1. How does the story of “The Foolish Old Man Removes the Mountains” illustrate the Chinese commitment to tradition?

This story shows the dedication of subsequent generations to carry on the wishes of their ancestors, no matter how long it takes. China is a culture devoted to tradition (although this is changing more so with modernity) and has maintained a unique identity for millennia.

2. Describe the geography of China in terms of both its isolation and rivers.

China is isolated or protected by the Pacific, the Gobi Desert, and the Himalayas. It is nourished by three rivers: the Yellow, Yangtze, and Pearl, which all provide fertile soil for plentiful crops.

3. How diverse is China?

Like India, China is a diverse nation; it includes 56 nationalities, 740 people groups, and 490 languages.

4. Who is the ancient deity Shang-ti?

Shang-ti was called the ‘emperor of heaven’, was worshipped by the ancient Chinese as the sole god, and was seen as the creator of all things, having always existed himself.

5. Describe how a specific Chinese character illustrates stories from Genesis.

There are numerous answers to this question. A student should be able to explain how the different radicals or parts of a specific character illustrate a story from Genesis. Please consult the lecture for details on each character.

6. What is the philosophy and goal of Daoism?

Daoism, first taught by Lao Tze, desires to find the Dao or way force behind all things. The Dao cannot be expressed, is alien to civilization, and is akin to ignorance. Through non-action, the goal is to achieve quiescence and to become one with the flow of all natural things and the Dao.

7. What is the philosophy and goal of Confucianism?

Confucius taught that a good emperor ruled by virtue and that a good state ran by order and submission to rank and rules. Confucius promoted history, ancestor worship, and devotion to the family. He was agnostic concerning God and believed that knowledge and virtue corrected any sin which might exist.

8. What are some of the characteristics of China's early dynasties prior to the Chin?

China's early dynasties reveal a preoccupation with the development of civilization as writing systems, calendars, and public works (dams, canals, etc) all form prominent features in its early history. Under the Zhou, the emperor was seen as the 'son of heaven', having power over life and death, and was held personally responsible for the successes and calamities of the empire. The state maintained massive standing armies, controlled the people through taxes and bureaucracy, and undertook great building projects such as the Grand Canal.

9. Who was Emperor Shih Huang-Ti? What was the quality of his character? What did he accomplish?

Shih Huang-Ti was the Chin emperor who came to rule at age 13, having driven his father to suicide. He conquered all of China declaring himself universal emperor, confiscating the people's weapons, censoring all books, and codifying the various Chinese states' currency, laws, and writing systems. He constructed a national road system, built the first form of the Great Wall, and erected a massive tomb with a terra cotta army for himself. He sent many explorers to find an elixir that would grant eternal life but died at the age of 50.

10. How did later Chinese governments attempt to control the people and the economy?

Latter governments, such as the Han, ran massive bureaucracies, bought surplus goods, levied income taxes, devalued the currency, and built large-scale public works. The Song combined the army and bureaucracy while increasing rules and setting price controls. The Yuan forbid intermarriage between the Chinese and Mongols while heavily taxing the people. The Ming heavily taxed the wealthy to provide welfare to the poor.

11. List at least three (3) Chinese inventions and explain their importance.

The Chinese invented paper, dictionaries, and various forms of printing, which all increased access to the written word, with paper also allowing for easily transportable currency. The Chinese invented the magnetic compass, allowing for better navigation, and gunpowder, which was used in both fireworks and weaponry.

12. Describe Daoist, Confucian, and Buddhist paintings in China.

Daoist painting tends to let the ink flow in natural landscapes. Confucian painting depicts hierarchical scenes in nature. Buddhist painting often shows monotonous tasks, like the bamboo chopper, in its quest for nirvana. All of these paintings were typically black, similar to calligraphy, and were painted on scrolls that were stored when not being viewed.

13. Describe the size and purpose of the Forbidden City.

The Forbidden City was built by the Ming in modern day Beijing. Its 980 buildings with 7.8 million square feet provided a residence and place of rule for the emperor and his officials. The numbers of statues on buildings depicted rank as well as the symbolic creatures for China and its power—the dragon and phoenix.

14. Briefly narrate the history of Christianity in China.

The Nestorians were the first Christians in China. Their writings mostly reveal orthodox thought but also raise some questions about mixing Christianity with Buddhism. After the Nestorians, later missions of European Christians came to China and ministered to the royal court. John of Montecorvino had a very successful ministry establishing a church and baptizing 6000, with a school and monastery following. Despite the attempt by the Ming to destroy Christianity in China, the Jesuits successfully established a mission there that advanced learning and technology, ministered to 200,000 Christians, and sent missions to Tibet. Throughout the 19th and 20th centuries, numerous Western missionaries traveled to China, establishing missions, winning converts, and translating the Bible. Today, China has a vast underground network of churches.

Lesson 14

Lecture 14.5—Exam #14

1. What is bushido?

Bushido is the Samurai code of honor or ‘the way of the warrior.’ It is defined as “the power of deciding upon a certain course of conduct in accordance with reason, without wavering; to die when it is right to die, to strike when it is right to strike.”

2. According to Japanese mythology, how were the Japanese islands created? Who created the Japanese people?

The Japanese islands were created by drops of ocean water from the spear of the god Izanagi and his sister Izanami. The Japanese people were created by being born to Izanagi and Izanami.

3. What was the Great Reform of A.D. 645? How did it affect Japanese government and the office of its emperor?

The Great Reform or ‘great change’ brought in Chinese-styled government buildings and increased the bureaucracy of Japan. It centralized taxes and the law code under one primary government, placed all rice fields under the ownership of the emperor, and called the emperor the “Son of Heaven” or the “August Gateway”. The emperor was seen as having a divine mandate to rule and could not be removed from office for poor character or behavior.

4. Who were the *shoguns*?

The shoguns were local lords or warlords who directly collected taxes and governed local areas of Japan, often keeping the emperor out of their business by distracting him with carnal pleasures.

5. Who were the *samurai*?

Samurai means ‘sword-bearing man’ and the sword was said to be their soul. They served as warriors to a local lord or shogun, were exempt from taxes, had little education, and were exempt from manual labor. They followed the code of bushido and were expected to be victorious in battle or die fighting. If they failed in both of these, they were expected to commit suicide.

6. What did the shoguns Toyotomi Hideyoshi do to Japan?

Hideyoshi completely conquered Japan, confiscated iron weaponry, forced all men to follow their father’s occupation, and placed the mines, mints, and foreign trade completely under state control. He called himself taiko or ‘great sovereign.’ Our word *tycoon* comes from this.

7. How did Tokugawa Ieyasu treat Christians and foreigners during his reign? What decision did he make regarding Japan’s relationships with other nations?

Ieyasu outlawed Christianity and persecuted Christians. He effectively closed the country of Japan to foreign powers.

8. What is *Shintoism*? What do its followers worship?

Shintoism is ‘the way of the gods’ and was the national religion of Japan. It primarily worships or demands reverence for ancestors, the emperor, and sacred places. Ceremonies are often conducted at sacred shrines.

9. Briefly describe Japanese poetry.

Japanese poetry often takes the form of the epigram or haiku and is focused on the beauty of nature and the brevity of both beauty and life. Each poem was designed to convey a moment of inspiration. Poetry was so highly valued that calligraphy was seen as virtue and poetry competitions were regularly held.

10. Why are floral arrangements and cherry blossoms important parts of Japanese culture and art?

Will Durant called floral arrangements the real religion of Japan because such an art form shows the beauty of nature in its prime but only for a short time. Cherry blossoms were seen in like manner and were metaphors for the samurai’s life—someone ready to die at the height of his beauty and strength.

11. What does Japanese painting seek to depict?

Japanese painting focuses on scenes from nature that depict natural harmony and peace. The most famous painter, Katsushika Hokusai painted numerous views of Mt. Fuji, scenes of home life and the samurai life, and the Great Wave, which is famous for its detail and bright colors.

12. Briefly describe the history of Christianity in Japan.

Christianity first came to Japan through the Jesuit missionary Francis Xavier who converted many and has some success with the shoguns and daimyos. The church grew by 100,000 under his successors who focused on helping the poor, developed a Japanese catechism, opened an orphanage, a home for the homeless, and a surgical hospital. Several Japanese daimyos were converted and two seminaries were begun to train native pastors. Some persecution occurred during the reign of Hideyoshi, but he largely tolerated Christians and had several as court members. However, Ieyasu was less tolerant and was suspicious of foreign powers. He first outlawed conversions of nobles and then openly persecuted Christians by burning the church in Tokyo and outlawing Christianity. Thousands were martyred but the church continued in secret until missionaries were allowed to return and build churches in the 19th century. The Shinto and militaristic government of the WWII era further persecuted the church and Christians number around 3.6% of the modern population.

Lesson 15

Lecture 15.5—Exam #15

1. **Why was the history of Sub-Saharan Africa seen as ‘blank, uninteresting, and full of brutal barbarism’? Why is this not true?**

Sub-Saharan Africa does not have civilizations to the extent of those found elsewhere with large cities, monolithic architecture, and the written word—although it does have each of these in some form or another. Rather, civilization is a word connect to the ideas of people and communities and thus describes the various cultures found in Sub-Saharan Africa.

2. **Describe the language diversity in Africa. What is the most prominent subgroup of languages in the Sub-Saharan region?**

There are four (4) main language groups and somewhere between 1250-2100 languages. The Bantu languages are the most prominent south of the Sahara, being spoken by some 400 million people.

3. **How was farming an important part of early African history?**

Farming was the central economy of early African history. It centered around cattle herding and banana groves, which provide a steady food source year-round. Early iron production preceded that of the Egyptians and was used almost entirely for agricultural tools.

4. **What was the kingdom of Aksum?**

Aksum is modern day Ethiopia and was one of the most successful African kingdoms of antiquity, which traded with Rome, Arabs, Persians, Indians, and Chinese. It had fertile soil which could produce two crops per year and raise cattle away from the tsetse fly. It was known for its monolithic architecture, multi-story buildings, and both the 1st coinage and 1st written script in Sub-Saharan Africa. It was rumored to have connections to ancient Israel and to house the Ark of the Covenant. It eventually adopted Christianity.

5. **What made the city of Timbuktu wealthy? What was it famous for having?**

Timbuktu gained its wealth by controlling the salt trade as well as ivory and the kola nut. It was particularly famous for its university, library, and learned men.

6. **What was Great Zimbabwe?**

Great Zimbabwe was a stone fortress city of the Shona people who traded cattle and gold. It is famous for its great enclosure, stone tower, and soapstone birds.

Numerous artifacts from Persia, China, and the Middle East have been found there as well.

- 7. Briefly describe some common themes found in African religions. How did they view God and/or gods? How did they view their king or chief?**

African religions are quite varied, but they often believed in a single god who created all things, gods or spirits who controlled natural forces, and that the king or chief was himself partly divine and served as mediator between god and man.

- 8. How did Europeans such as the Portuguese treat Sub-Saharan African civilizations when they began making contact with them in the 15th century?**

The Portuguese traded with these civilizations and built trading posts. However, they also conquered various African cities and exploited these cultures for material gain and specifically for slaves.

- 9. How long had slavery been practiced in Sub-Saharan Africa? Where and to what extent was it practiced?**

Slavery was practiced in Africa since ancient times and throughout the continent. It is thought that as many as 30-60% of the population were enslaved at various times.

- 10. How did European and Christian nations of the West deal with slavery?**

The Europeans and Christian nations largely participated in slavery and conducted the Middle Passage transporting slaves to the New World under horrific conditions. Christianity was sometimes taught to slaves, but not consistently.

- 11. What did European nations do to the nations of Africa between 1870-1914?**

European nations colonized and split up the region amongst themselves, controlling 90% of the continent by 1914 with only Ethiopia and Liberia remaining independent.

- 12. What good did the Congo Free State intend to accomplish under Belgian rule? What evils occurred there?**

The Congo Free State was established with a missional focus intent on establishing stations for science, medicine, and evangelism. While some of this was accomplished and railroads were built, the population was oppressed, abused, and killed by a government intent on securing as much rubber as possible from the region.

13. Where in Sub-Saharan Africa did Christianity first spread?

Christianity first spread in Ethiopia and Nubia in the days of the early church. Churches, schools, and translated Scriptures were all established here.

14. Briefly describe the Christianization of the Congo and how its ruler appealed to the Portuguese king for help.

Alfonso I accepted Christianity along with many of his people due to the work of Portuguese missionaries. He tore down idols and built the first church in the Congo. He was, however, abhorred by the Portuguese participation in the slave trade and appealed to the king of Portugal for abolition of this trade. His appeal was ignored but Capuchin monks did establish schools in the region.

15. List some of the successes from the work of missionaries to Africa in the 19th century.

The work of missionaries during the 19th century doubled the worldwide population of Christians, translated the Bible into over 500 African languages, combatted slavery, and established settlements for Africans, trade opportunities, hospitals, schools, and churches.

Lesson 16

Lecture 16.5—Exam #16

1. For what reasons should we read the mythologies of the Greeks and other pagan cultures?

All stories reveal the one great story. Tragedies are fall stories and comedies are redemption stories. The Bible is the epitome of all tales and all tales find their fulfillment there. To quote Peter Leithart, “The devil has no stories.”

2. Who was Hesiod? What did he write?

Hesiod was a Greek poet of the 8th century B.C. He wrote *Works and Days*, which is a beautiful depiction of farm life. He also wrote the *Theogeny*, which tells some of the most famous Greek myths.

3. How is the Greek creation story different from the Genesis account?

Chaos, earth, hell, and romantic love all have no origin and are simply there from either the beginning or all eternity. These gods create others gods with violence and familial strife interwoven into the creation narrative. There is no God who creates *ex nihilo* and exists from all eternity with infinite power. There is no agape love in existence from all time in the form of the trinity.

4. How does the Pandora story differ from the Fall story in Genesis?

The creator of man, Prometheus, steals fire from the gods and gives it to man while teaching him how to deceive the gods. Thus, there is no just God. The punishment given by the gods is the gift of Pandora or womankind, as she opens the box releasing sorrows, toils, sickness, and death into the world. Thus, there is no true valuation of woman as being a true gift and helpmeet of man or a creature made in his image.

5. Why does C.S. Lewis say that myths have value in and of themselves?

Myths have value because they evoke common experiences and emotions that all mankind share. They move us on a fundamental level because they remind us of the one, true story of the Bible and world history.

6. Who were the Minoans? Where did they live? What palace and art works of the Minoans have been uncovered?

The Minoans were an early Greek people who lived on the island of Crete under the legendary King Minos. The stories of Theseus and the Minotaur as well as Daedalus and Icarus are connected to them. The palace of Knossos was discovered in the late 19th century and was found to have 5 stories, plumbing, numerous art works, written tablets, and a layout akin to a labyrinth. Their artworks are largely frescoes that show a lively and colorful culture depicting bull-leaping, dancing girls, and swimming dolphins.

7. Who were the Mycenaeans? Where did they live? What architectural and art works of the Mycenaeans have been uncovered?

The Mycenaeans were an early Greek people who lived in mainland Greece in various city-states, which controlled trade routes. The myths surrounding Helen of Troy and the Trojan wars are connected to them. They built monolithic fortress on high places, homes with great-pillared halls for story-telling around a fire, and numerous gold works of high detail, which they buried with their dead nobility.

8. Who was Heinrich Schliemann? What did he discover?

Heinrich Schliemann was a German businessman who loved the epic of Homer. He discovered the city (or cities) of Troy and the tomb at Mycenae, which he attributed to Agamemnon.

9. How do rage, war, and fate serve as primary themes in Homer's *Iliad*? Who is the epic's central character?

The epic's central character is Achilles whose rage drives much of the narrative. The rage of various warriors and particularly the gods suggest that war is

inevitable. Achilles accepts his fate of death in glorious battle rather than a quiet life at home. He serves as the ideal Greek hero who displays individual and heroic courage to accept his fate and win glory for himself.

10. How does Homer's *Odyssey* show different values than his *Iliad*?

Odysseus overcomes pride and arises from death or Hades a new man. His love of home and his wife, as well as her faithfulness and the loyalty of his son, drive the narrative. The story is a *nostoi* or coming-home tale that praises the love of place and family.

Lesson 17

Lecture 17.5—Exam #17

1. Of what importance was the city-state to the Greeks?

The Greeks found their identity in their city-state or polis. Homer's Hector says that to fight for one's city or country is best and his Achilles bears a shield depicting everyday scenes of the city such as a wedding feast, a judgment of elders, and a harvest.

2. Describe the culture and government of Sparta.

Sparta was a warrior society that rigorously and harshly trained its young men. Its warriors were expected to return with their shields (sign of victory) or on their shields (sign of death in battle). It was ruled by two kings and a senate. Free speech, travel, and trade with other city-states were outlawed. All land was state owned and children were viewed as the property of the state.

3. Describe the culture and government of Corinth.

Corinth controlled the isthmus between mainland Greece and the Peloponnesus and grew wealthy off the transporting of ships over the isthmus. Its people worshipped Aphrodite and were ruled by an oligarchy and dictator or simply a tyrant. It was famous for its expensive living standards, its hoplites, and its colonies to other areas of the Mediterranean.

4. What was the *ecclesia*?

The *ecclesia* was the assembly of people who made laws, elected leaders, and declared war. It was used in the New Testament as the word for church.

5. How did Solon reform the government of Athens?

Solon made all citizens members of the *ecclesia*, allowed for the removal of archons (leaders), and divided the citizens into 4 classes based upon land ownership. He allowed all citizens to press charges, reformed the debt laws, provided welfare for widows and orphans, and restricted the death penalty.

6. Why did the Persians wish to conquer the Athenians?

The Persians wished to conquer the Athenians because they had resisted their rule and had helped the Greek city-states of Ionia in their rebellion from Persia.

7. Who was Miltiades? How was he a key player in the Athenian victory at Marathon?

Miltiades was an Athenian general who had supported the Ionian rebellion. He was well acquainted with Persian tactics and convinced the Athenians to meet the Persians at Marathon. He also convinced the *polemarch*, Kallimachus, to charge the Persians on the beach rather than wait for help from the Spartans. His leadership and actions won the battle of Marathon.

8. Who was Themistocles? What did he convince the Athenians to build as a defense against Persia?

Themistocles was an Athenian archon who favored limiting the power of the *archons* and building a large fleet of warships, or *triremes*, to protect Athens and her allies.

9. Describe the Persian army and navy of Xerxes which invaded Greece.

The army and navy of Xerxes is one of the largest recorded in ancient history and numbered between 1.7-5.2 million according to ancient sources and 200-300 thousand by some modern estimates. It consisted of Persian cavalry, Syrian chariots, Medes, Bactrians, Arab camel riders, etc. Its 1,200 ships came from Ionia, Egypt, and Phoenicia. Its elite fighting force was the Immortals who acted as the royal body guard and were 10,000 strong.

10. What was Thermopylae? Who defended it? What did this allow the rest of Greece to do?

Thermopylae or the 'hot gates' was a narrow pass between the mountains and the sea. The Persian army had to cross through it so it was defended by 300 Spartans, their allies, and their leader, Leonidas. Leonidas and his men defended the pass for 3 straight days until the Persians found a way around the pass. Leonidas with his 300 Spartans and 300 Thebans lost their lives fighting for Thermopylae. However, it allowed time for the rest of Greece to gather their forces.

11. How did Themistocles use trickery to win the battle of Salamis?

Themistocles, not wanting the Greek fleet to retreat, feigned defection to Xerxes and convinced him to send the Persian fleet to attack the Greeks at Salamis. Due to the geography of the island and the Greeks position in its harbor, they were easily able to fight the Persian ships a few at a time and thus defeat them in battle.

12. What happened to the remainder of the Persian army?

They stayed in Greece under Mardonius, retook Athens for a brief time, and were soundly defeated at Platea. Their retreat was frustrated by the Greek defeat of their remaining fleet and the destruction of their pontoon bridge.

13. Why did the Persians fight? Why did the Greeks fight? What is the lesson to be learned from these wars?

The Persians fought for empire and for the will of one man. The Greeks fought for love of home and polis as well as the freedoms of their democracies.

Lesson 18

Lecture 18.5—Exam #18

1. Compare and contrast the following quotations from Thomas Cahill and Ecclesiastes 9:7-10 in terms of how they relate to the Athenian Golden Age. What was marvelous about the Athenian Golden Age? What was it lacking?

Thomas Cahill: "There's sadness beneath the merriment...a constant, authoritative note of pessimistic pain sounds beyond all their frantic attempts not to hear it...Let us temper our excitement and agitation, whether for the ecstasy of battle or the ecstasy of sex, whether over great achievement or great loss, and admit to ourselves that all things have their moment and are gone. If we live according to this sober knowledge, we will live as well as we can."

Ecclesiastes 9:7-10: "Go, eat your bread with joy, and drink your wine with a merry heart, for God has already approved what you do. Let your garments be always white. Let not oil be lacking on your head. Enjoy life with the wife whom you love, all the days of your vain life that he has given you under the sun, because that is your portion in life and in your toil at which you toil under the sun."

The Athenian Golden Age produced remarkable works of art and literature that express man's search for beauty, truth, and goodness. However, the Golden Age, according to Cahill, held the idea that such glorious things are only for a time and are passing. Ecclesiastes admits that these things are passing in a fallen world, but also hopes in an infinite and personal God who redeems his creation and his people.

- 2. Describe the culture and politics of Athens after the victories over Persia. What was the Delian League and how was it used by Athens?**

Athens became the de facto leader of the Greeks after the wars with Persia. The Delian League was an alliance of Greek city-states that was largely controlled by Athens by its control of the navy, currency, and tributes. Athens grew in population and wealth but was often divided between political factions of democrats and oligarchs. This led to unjust trials and various exiles of its leaders.

- 3. Who was Pericles? Describe his character and political influence.**

Pericles served as *polemarch* of Athens for 30 years after initially coming to power through a coup. He was well-educated, came from a family that supported the rights of the common people, spoke little, had few friends, and was known for his morality.

- 4. How did Pericles change the Athenian democracy?**

Pericles paid citizens for jury and military service as well as theater attendance. He allowed citizens of all 4 classes to become archons or to hold offices in the democracy. The *ecclesia* was given fuller legislative and military powers. He allowed marriages only between Athenian citizens and conducted several building projects such as the corn exchange, a larger fleet, city walls, the Orpheum, and the buildings upon the Acropolis.

- 5. How does Pericles' funeral speech reveal his opinion of Athens and its *ecclesia*?**

Pericles' funeral speech, given during the Peloponnesian War, promotes the value of the polis or *ecclesia* over that of the individual and family. He argued that excellence is best shown in service to the state and that Athens was the finest polis of the Greeks, serving as role model to all others. He declared that Athenian monuments and achievements would forever show her superiority and that those orphaned by the war would be cared for by the state.

- 6. How did Herodotus and Thucydides improve the writing of history? What are their general styles and attitudes in reporting history?**

Herodotus traveled extensively and used first-hand accounts to record the history of the eastern Mediterranean. His history reads like a story and is linear in fashion. It gives tales of divine providence where virtue is rewarded but also tells provocative details for the sake of provocation.

Thucydides used extensive written records and accounts to narrate the history of the Peloponnesian War. His worldview assumes the falleness of man and doubts the work of divine providence in the affairs of men.

7. Compare and contrast the layout of the Parthenon with that of the Israelite Tabernacle.

Like the Tabernacle, the Parthenon had three (3) main areas: *peristyle*, *cella*, and treasury. Movement from these places was movement to increasingly sacred chambers, but rather than the god being placed in the innermost room, the god was in the room before with the city's treasury in the most sacred place.

8. Describe the remarkable design and accomplishment of the Parthenon.

The Parthenon consists of 70,000 precisely fitted marble pieces joined so well that the cedar pegs used to hold them together still emit their aroma. To achieve the appearance of perfection, the Parthenon uses entasis or curved lines on all of its parts. The spacing of columns also helps achieve this vision of a perfectly constructed building.

9. How does Greek pottery display beauty, realism, and story?

Greek pottery uses carefully painted forms to tell famous tales of Greek mythology or scenes of dramatic life. Thus Achilles and Ajax are engrossed in a dice game, a young warrior is prepared by his parents for battle, and the moment of Odysseus' recognition by his nurse comes to life.

10. What is a *kouros*? How does it show the Greek ideal in sculpture?

The *kouros* is a sculpture of a boy that has a less firmly planted pose than its Egyptian counterpart, is more realistic, has a faint smile, and portrays youth and beauty.

11. How do the *Diskobolos* and *Doryphoros* further the Greek ideal of man in the sculpted form?

The *Diskobolos* has 'compressed energy' and captures movement and muscular power. Its calm face and flawless body show the Greek ideal of man. The *Doryphoros* also captures the ideal by creating a form where all body parts are in ideal ratios to each other. This is called the canon of Greek sculpture.

12. How did Greek sculpture change during the days of Alexander the Great and Hellenization?

Greek sculpture became more realistic and recorded the actual features of famous individuals like Alexander the Great. It also became more dramatic and tragic in its depiction of story and old age.

13. How do Greek tragedies like *Oedipus Rex* wrestle with the fall and with fate?

Oedipus Rex presents a tragic hero with tragic flaws of ignorance and pride. Despite attempts to avoid a tragic fate and to live a righteous life, Oedipus fulfills his role of fallen hero and reveals that no man is truly blessed in a fallen world.

14. How do Greek comedies like *The Clouds* show the absurdity of life?

The Clouds pokes fun at Socrates and laughs at the wayward actions of a son towards his father. The gods and moral standards are largely absent and life seems an absurdity.

Lesson 19

Lecture 19.5—Exam #19

1. What is the problem or question of the One and the Many?

The One and the Many wrestles with whether or not there is one thing that unites everything or a theory of everything that makes sense of the world and universe. It considers how all things relate and work together and the meaning of life itself.

2. How does the infinity of God and his Trinity answer the questions of the One and the Many?

God's infinity, that fact that he has always been, and his creation of all things answers the question of what lies behind the existence of all things. His Trinity shows that he is both One and Many and has love and communication within himself and from all eternity.

3. What circumstances and events led to the Peloponnesian War?

Athens control of the Delian League, its demand for higher tributes, and its control of trade by sea all made it a target to other city-states. Athens' forceful treatment of its tribute states and its young men's desire for warfare created an environment ripe for military action. The war was started specifically by the rebellion of Potidaea which was assisted by Corinth and then Sparta who appealed Athens' trade ban. When Sparta demanded an end of the Delian League, Athens refused and Sparta declared war.

4. What tragedies and unjust decisions marked the early stage of the Peloponnesian War?

Athens quickly faced defeats on land by the Spartans and crowded behind its walls where plague broke out, killing 25% of the population and Pericles. Athens

refused peace offers and demanded higher tributes to pay for the war. When Mytilene rebelled, Cleon, the *polemarch* of Athens, ordered the death of all males. Even though the order was rescinded, some 1000 men were still executed.

5. Describe the person and character of Alcibiades.

Alcibiades was the adopted son of Pericles who was known for his handsome appearance, eloquence, and pranks. He refused the rebukes of Pericles and used his eloquence and charm to win the hand of his wife and a large dowry from her father. He spent money extravagantly and broke numerous laws without much consequence.

6. How did Alcibiades renew the Peloponnesian War?

He convinced the allies of Sparta to rebel, sent men to capture Melos, executing its men and enslaving its women and children, and convinced the Athenian ecclesia to invade Sicily.

7. How did Alcibiades behave treacherously during the war?

Alcibiades vandalized statues of the god Hermes in Athens, fled to Sparta and helped them against Athens, had an affair with the Spartan queen, and then fled to Persia to enlist in their service.

8. What were the results of the Peloponnesian War for Athens?

The Delian League collapsed, Athens lost its fleet and walls, and Spartan law reigned over the former democracy.

9. Briefly describe the philosophy regarding the universe of one of the Pre-Socratic philosophers.

Thales concluded that the universe is rational and has an 'elegant order.' He argued that water was the substance from which all things come.

Anaximander argued for a base substance that was infinite but somehow was like a circle that was set into movement by motion.

Anaximenes argued that air was the base substance of all things.

Heraclitus chose fire as the base element and said that the universe is in constant flux with change being the constant reality. He called this change the Logos.

Pythagoras was a brilliant mathematician and geometer who believed that salvation was achieved by knowledge. His contemplation of number sought to find an essential meaning to all things.

Parmenides contemplated a being who was eternal and unchangeable, and who had made all things. However, he depicted this being as a sphere.

Empedocles concluded that the four (4) elements were the base of all things and that they consisted of atoms. He argued that love unites things and hate divides things.

Anaxagoras said that the universe was ordered by a universal mind but without purpose.

Democritus was a true materialist who argued that atoms and space are the only true things in existence. The universe is a vast machine and motion has always been.

10. How did Socrates pursue of knowledge or truth? How did he view the gods, beauty, and goodness?

Socrates used the Socratic method, a series of questions, to bring the answerer to the end of himself and reveal one's own uncertainty. The gods were largely unknowable yet some sort of Good or Beauty must be behind all things and exists in and of itself.

11. What does Plato's "Allegory of the Cave" say about this world and what lies beyond it?

According to Plato, this world is the world of shadows or an imitation of the true, quintessential world of eternity. This latter world can only be achieved by philosophic contemplation.

12. How does Plato view love, beauty, and goodness?

All men desire goodness and a love of goodness is a love of beauty. To pursue beauty is to pursue goodness.

13. Describe Plato's ideal society as outlined in his *Republic*.

The ideal society, according to Plato, starts with only young citizens and is run by philosopher-kings. The philosopher-kings are chosen by their ability to undergo 35 years of education and to pass its required tests. They rule by their own wisdom, not by laws, and poetry is outlawed for it might disturb this idealized state.

14. Describe Aristotle's First Cause or Unmoved Mover.

The First Cause or Unmoved Mover is the source of all things and all movement or energy in the universe. This First Cause or God must be infinite and unmoved and truly good in order to be able to create and to have the desire to create. He must be full actuality or unable to change, otherwise he would be finite and moveable. Beauty and completeness (perfection) are hints at his existence.

Lesson 20

Lecture 20.5—Exam #20

1. How does the story of the Gordian Knot illustrate Alexander's willfulness?

The Gordian Knot was a knot that was prophesied to be undone by the conqueror of the world. Rather than untie what many had failed to do, Alexander cut the knot in two displaying his willfulness to conquer the world no matter the circumstances.

2. How was Alexander viewed as a messianic figure?

Plutarch called him a messenger of God sent to bring the world peace and harmony under his rule. Aristotle, who tutored Alexander, argued for a supremely virtuous man to rule over all. Many ancients believed that Alexander and a rule by one man was the solution to world peace.

3. Describe the education and general character of Alexander.

Alexander was given rigorous physical training by Leonidas and was educated by Aristotle. He had a love for philosophy and the epics of Homer, stylizing himself after the character Achilles. He was restless, often hunting alone, and superstitious, offering sacrifices to the god of fear. He loved battle and his soldiers and found his only joys in conquest.

4. Who was Alexander's father? How did he change the Macedonian army and what did he rule through the League of Corinth?

Alexander's father was Philip, the king of Macedonia, who united it under one throne. He changed the Macedonian army by creating both heavy and light cavalry forces, making use of torsion catapults, and increasing the length of the hoplites' spears to 13 feet, allowing them to engage enemies at a greater distance. He ruled most of Greece through the League of Corinth and by controlling the currency.

5. How did Alexander tame Bucephalus? What was Philip's response to his son after this event?

Alexander noticed that Bucephalus was afraid of his shadow and made him face the sun to avoid seeing it. Afterwards, Philip told him to seek out a bigger empire than Macedonia's.

6. How did Alexander and his mother, Olympias, secure his rule after the death of Philip?

Alexander ordered the deaths of his cousin (who had declared himself king), two princes, and the commander of the army in Asia. Olympias ordered the deaths of Philip's wife, Cleopatra, and her infant son. Alexander secured the loyalty of Thessaly and Athens by intimidation and suppressed rebellions in both Thrace and Thebes. He also razed the latter to the ground and enslaved its survivors.

7. How do Alexander's actions at Troy show his desire to imitate Achilles?

Alexander saw himself as a new Achilles and praised the character for his faithful friend, Patroclus, and for Homer's verse of him. He laid wreaths at the tombs of Achilles and Patroclus and took Achilles' legendary shield into successive battles.

8. What did Alexander face at the Battle of Granicus and how did he win this fight?

Alexander faced an army somewhat larger than his own that held the high banks of the river and consisted of many Greek mercenaries. Rather than wait for his men to rest, Alexander decided to attack his enemies entire line at once, personally leading the charge at the strongest point. According to John Keegan, Alexander's will won this battle.

9. What did Alexander face at the Battle of Issus and how did he win this fight?

Alexander faced a Persian army that at least doubled his own. This opposing force cut off his supply lines and was led by Emperor Darius who held the high ground. Alexander was advised to wait till night but instead chose a daring daytime attack after motivating his soldiers with a speech calling them free men. Alexander personally led charges at the Persian flank and center on both horse and on foot causing Darius to flee, leaving his treasure and family behind for capture.

10. How did Alexander respond to Darius' offers of peace and alliance?

He refused them and wished to be the sole ruler of Persia.

11. How did Alexander treat the survivors of Tyre and Gaza after conquering them?

He massacred many and sold the rest into slavery. The body of Gaza's commander was dragged around the city after its fall, much like Achilles dragged the body of Hector around Troy.

12. What did Alexander face at the Battle of Gaugemala and how did he win this fight?

Here Alexander's army was outnumbered 3-1 or even 5-1. Darius chose an open field and planned an offensive attack with massive cavalry, numerous chariots, and many war elephants. Alexander won the conflict by both opening gaps in the Persian line and by allowing gaps in his own lines to swallow up Persian units in small numbers, dealing with them each in hand. He eventually led an oblique charge along the lines of the Persians giving them no time for response and made his way towards Darius who fled.

13. How did Alexander secure the Persian Empire for himself? What did he do at Babylon, Susa, and Persepolis? What happened to Darius?

Alexander conquered Babylon and Susa along with their massive treasures. Persepolis and its great treasure were also taken with the city being burned to the ground as a revenge for the burning of Athens more than a century before. Darius was murdered by his own satrap who was captured and executed by Alexander.

14. How did Alexander's life decline after his conquest of Persia?

Alexander became like an Eastern despot, accused Macedonian officers of conspiracy and had them executed, fought numerous bloody battles in India and its surrounds, and lost much of his army in the desert after the failed conquest of India. He killed one of his Companions, Cleitus, in a rage and then became thoroughly despondent after the death of his best friend, Hephaestion.

15. How did Alexander die? To whom did he leave his empire?

Alexander died from fever which arose from drinking too much wine after a contest with a Companion. He left his empire "to the strongest."

Lesson 21

Lecture 21.5—Exam #21

1. How did the spread of Greek, Jewish, and Roman cultures prepare the way for the gospel in the 1st century A.D.? How does the life of Paul show this?

The spread of Greek culture allowed for a common language and vocabulary of ideas. Jewish communities created synagogues throughout the Mediterranean world and Roman order allowed for a unified empire under one law system and with an efficient road network.

Paul was a Jew, trained by Gamaliel, who had a Greek education and Roman citizenship. He likely knew Hebrew, Greek, and Latin.

2. How is the crucifixion of Jesus or the Cross a stumbling block to the Jews and folly to the Greeks?

The crucifixion or death of God was not what the Jews or Greeks were expecting and it was not the traditional wisdom of the world.

3. What does Chesterton say about the groups of men that crucified Jesus (Jews, Greeks, Romans) in regards to their strength and weakness?

Chesterton notes that these groups representing the ancient world were at their strongest. However, this strength revealed a weakness—that they could do no more—no solution for death was possible by man alone.

4. Who ruled Alexander's empire after his death?

Alexander's empire was divided and ruled by his generals or *diadochi*. Initially, 5 ruled over 5 regions: Macedonia & Greece, Thrace, Asia Minor, Babylonia, and Egypt.

5. Describe the Greek city of Alexandria. What was it like and for what was it famous?

Alexandria had a population of 500,000 and was a carefully planned city, divided into 4 districts and situated to maximize sea breezes. It was well shaded by tree-lined streets which were lit at night. It had a great harbor to house its massive trading fleet. The Great Lighthouse, one of the seven wonders of the world marked the entrance to the harbor. Its library was the largest in the ancient world and copied every work brought to the city. The same library housed the first Greek translation of the Old Testament, the Septuagint.

6. Describe the morality of the Greek kingdoms in terms of marriage and the family.

The Greek kingdoms were known for their licentiousness and both prostitutes and mistresses were common. Marriage rates declined and so did birth rates as abortion and exposure were widely practiced.

7. What was the philosophy of Epicurus? What did he believe about God and the purpose of life?

Epicurus believed there was no God and that fear of future punishment robs life of potential pleasures. He argued that matter was all that had ever existed and no mind or providence governed it. Because of this, man can only experience truth

or reality through the senses. Therefore, the goal of life is pleasure or the absence of pain.

8. What was the philosophy of the Stoic, Zeno? What did he believe about God and the purpose of life?

Zeno believed that the *Logos* or reason was behind all things and could be known by pursuing reason. The purpose of life is to know truth and thus have a contented mind, knowing what can be controlled and what can't.

9. What is the Septuagint? Why was it written and who wrote it?

The Septuagint is the Greek translation of the Old Testament. It was ordered by Ptolemy II and, according to legend, was translated by 70 Hebrew scholars in 70 days.

10. Who was Archimedes? What were some of his accomplishments?

Archimedes was a Greek mathematician, scholar, and inventor who lived in Syracuse. His accomplishments include advances in the knowledge of conical shapes and spirals as well as the formulae for determining volume in spheres, cylinders, and pyramids. He is credited with discovering the principle of displacement and with the invention of several devices based upon simple machines. For example, he developed massive ships, catapults, and cranes capable of picking up enemy ships. He also invented the Archimedean screw.

11. How did the Greek rule of Judea under Antiochus IV affect the Jewish culture, the Temple, and its worship?

Under his reign a Greek gymnasium was built near the Temple with priests participating in its games. These Hellenizers, as they were called, took on Greek names and began referring to God as Zeus as the same being and also offered sacrifices to other gods. Following a short rebellion by the Jews, Antiochus IV dedicated the Temple to Zeus building an altar to him where pigs were sacrificed. The sabbath, circumcision, Jewish festivals, and possession of the Old Testament were outlawed. He also closed synagogues and Jewish schools.

12. Who were the Hasmoneans and how did they resist the changes of Antiochus IV?

The Hasmoneans were a Jewish family who fled Jerusalem after the changes at the Temple. When they were hunted down in the wilderness, they resisted arrest, which sparked a Jewish rebellion to Greek rule. They won several battles, retook Jerusalem, and cleansed the Temple, which is remembered by the celebration of Hanukkah. They eventually took control of all Judea and ruled as both priest and king.

13. Describe the relationship between the Jewish rulers of Judea and the Romans.

The Jewish rulers of Judea often appealed to the Romans for military help. This led to Pompey the Great taking Jerusalem and entering the Most Holy Place. Successive rulers such as Herod the Great were allowed to rule Judea under Roman protection and with Roman help. Legions were present but no Roman eagle was carried into Jerusalem.

14. Describe the general character and building accomplishments of Herod the Great.

Herod the Great used his friendships with key Romans to secure his rule over Judea. He was notorious for his paranoia and subsequent executions of suspected wives and sons. This same paranoia led to the attempted execution of the infant Jesus. He controlled the high priesthood and built numerous great works including synagogues, libraries, baths, fortresses such as Masada, harbors, gymnasiums, pagan temples, cities, and the Temple of Jesus' day.

15. Who were the Sadducees, Pharisees, and Essenes?

The Sadducees were a Jewish political party who were allied with Rome, typically controlled the high priesthood, and did not believe in the resurrection of the dead. The Pharisees were a Jewish political party who championed Jewish separation from Rome and wrote numerous commentaries on the Old Testament law. They were known for their legalism and for believing the priest should only come from the line of Zadok. The Essenes claimed descent from Zadok and lived monastic lives in the wilderness separated from the rest of Jewish culture.

16. What is the significance of the Dead Sea Scrolls?

The Dead Sea Scrolls contain copies or partial copies of nearly every Old Testament book and are known for their remarkable accuracy when compared to much later editions of the Old Testament. Thus, they testify to the faithful transmission of the Bible across millennia.

Lesson 22

Lecture 22.5—Exam #22

1. **Comment on the following quotations by Cicero. How do they demonstrate Roman ideals?**

“If our services are not required, we must still read and write books on the ideal republic.”

“Our own commonwealth was based upon the genius not of one man, but of many; it was founded, not in one generation, but in a long period of several centuries and many ages of men.”

Cicero’s quotations show his devotion to the republic and to the idea of Rome. Thus, he writes that there is a sense of duty to the state even in his old age. He also notes that the republic was built from the experiences of many over generations and is thus seasoned.

2. **Who was Aeneas? How does his story demonstrate Roman ideals?**

Aeneas was a mythical Trojan who fled that city’s fall and established the line and civilization that became Rome. His devotion to his father, his household gods, and his destiny portray the Roman ideal, which can be summarized as *pietas* or duty.

3. **How does the mythical founding of Rome reflect the Cain and Abel story?**

The tale of Romulus’ murder over Remus during the establishment of Rome directly reflects Cain’s murder of Abel. Both murdered brothers out of anger and both established cities afterwards.

4. **How was Tarquin Superbus a proud and tyrannical king in his rule of Rome?**

Tarquin Superbus, the last king of Rome, ignored the wisdom of the Sibyl, used the Senate little, executed citizens who critiqued him, took control of the Latin Confederacy, and raped a nobleman’s wife named Lucretia.

5. **How were the ideals of virtue and manhood connected in the minds of Romans? In what ways was a Roman man expected to show virtue?**

The Latin words for virtue (*virtus*) and man (*vir*) are etymologically related. The toga was a sign of this virtue based upon its white color (*candida* in Latin). Sons and grandsons were expected to tend the graves of ancestors. Tales of Romans such as Titus Manlius (executed by his father for disobedience on the battlefield), Publius Horatius Cocles (defender of the Roman bridge), and various patricians

who devoted themselves as sacrifices in battle illustrated the Roman view of true virtue—devotion to the nation and family of Rome.

6. How does Roman religion reveal a love of home and farm life?

Roman religion was centered in the home with its lares and penates or household gods that guarded fields and homes. The goddess Vesta, patron of the home fire, was a chief deity whose fire was tended by the Vestal Virgins at all times and with great consequence. Jupiter was worshipped as the god of rain, Mars was first a farmer, and Saturn was the god of the seed who ruled over a golden age of plenty. Sacrifices to the gods were thought to receive the glory of the gods and were eaten by worshippers in temples that were at times more personal and domestic.

7. Describe the roles of *comitia*, consul, senator, and dictator in the early Republic.

The *comitia* was the assembly of citizens who elected officials and passed laws. They had exemption from torture and crucifixion, could appeal to the magistrate, were entitled to a trial by jury, and served 10 years in the military. Two consuls performed the executive actions of republic and served for 1-year terms. They commanded the military and held veto power in the senate. Senators gave advice to the republic and had some legislative powers. They also controlled treasury spending. Dictators had supreme powers over all offices for a term of 6 months and could only be installed by the senate.

8. Who were the patricians and plebeians? What office was created by the secession of the plebeians? What powers did this office have?

Patricians were Roman landowners who had considerable wealth and served as senators and consuls. Plebeians were Roman citizens who practiced common trades. Their secession of work strike led to the creation of tribune. Tribunes held veto power, could intercede in cases involving plebeians, and their homes were places of asylum for accused citizens.

9. What were the Twelve Tables of Law and what was their significance?

The Twelve Tables of Law were the laws of the republic which were edited and published by the decemviri or group of ten. Their significance lies in the fact that were published and inscribed on bronze plaques for all to see. In addition, Roman boys were expected to memorize them.

10. In what academic subject did Romans particularly excel?

Romans particularly excelled in history. They kept extensive written records and wrote thorough histories that used careful research and recorded many details.

11. Who was Cincinnatus? How does he show the ideal Roman *virtus*?

Cincinnatus was a patrician who forfeited most of his property to save the life of his son. He was twice called to serve as dictator and rescue the republic from significant threats. Twice he succeeded and twice he voluntarily gave up his dictatorial powers before the expiration of his term.

12. Why was the Roman military so successful? How did the Roman soldier's training, organization, equipment, discipline, tactics, and leaders help it succeed?

The Roman military was trained to fight as one unit and relied little on individual heroics. They were carefully organized into centuries, cohorts, and legions and equipped with flexible armor, short javelins for ease of throwing, and short swords for close-quarters combat. Their shield and sword usage were designed for side-by-side offense and defense. Their tactics were designed to make army units adaptable and easily movable during battle. The ideal leader was one who was steady and obeyed orders, not one who was after individual glory.

13. Describe the architectural achievements of Rome in terms of its roads, aqueducts, and cities.

Roman roads covered over 56,000 miles in its territory and unified the republic and later the empire. These roads were built to last and allowed for quick movement of armies and messages. Roman aqueducts were precisely built works that provided fresh water from mountain sources in the growing cities of the republic and empire. Roman cities were often built on the site of Roman military camps and extended Rome's influence most directly. They were efficiently organized with well-laid street, aqueducts and sewer systems. Concrete was used to build all of these structures.

Lesson 23

Lecture 23.5—Exam #23

1. Why did Chesterton refer to the war between Rome and Carthage as the war between the gods and demons? What worldview differences between the Romans and Carthaginians does he highlight?

Chesterton argued that Rome, at its best, fought for its land, family, and home whereas Carthage fought for material gain.

- 2. How did Pyrrhus of Epirus' advisor, Cineas, question him over his desire to conquer various kingdoms? What was Pyrrhus' ultimate desire according to this story? What was Cineas' response to this desire?**

Cineas used the Socratic Method to question Pyrrhus over his motives for conquering other kingdoms. Initially, Pyrrhus responded that he would conquer one kingdom after another. He went on to say that he would ultimately eat, drink, and be merry. Cineas replied to him that such a goal could be achieved now and did not require conquest. Pyrrhus ignored the advice.

- 3. What does the term Pyrrhic victory mean? How does it derive from Pyrrhus' first battle with the Romans?**

A Pyrrhic victory is a victory that was achieved with too great a cost. Pyrrhus won his first battle against the Romans but at significant loss. Since he was not easily able to replace his lost forces and the Romans were, his position was made more tenuous by his victory.

- 4. How successful was Pyrrhus in his military campaigns overall? How well does he compare to Alexander, his hero? Give a few details in your answer.**

Pyrrhus was largely a failure in his campaigns. He initially failed to retake the Macedonian throne and went to fight for Tarentum instead. His first two battles against Rome were successful but at great cost. His expeditions to Sicily and Africa were both failures and Roman pressure forced him to return to Epirus with half the forces he departed with. He died fighting for control of Greece after a woman of a besieged town dropped roof tiles upon his head.

- 5. Describe the city, trade, and religion of Carthage.**

Carthage was founded by the Phoenicians and housed 400,000 prior to conquest by the Romans. It was surrounded by large plantations of 20,000 slaves and guarded by massive walls and natural barriers in its lagoon and isthmus. It had 6-story houses, numerous temples, and 2 great harbors, one for its merchant fleet and one for the navy. Through such sea power, it controlled the trade of the western Mediterranean and occupied Sicily, Sardinia, Corsica, and coastal Spain. Baal Hammon, the god of weather and fertility, was worshipped through child sacrifice.

- 6. How did the Romans prepare to fight Carthage at sea? How did they change naval warfare?**

The Romans constructed a fleet from next to nothing and trained 30,000 sailors on land while the ships were being built. Their primary innovation was the *corvus* or raven, which was a swiveling drawbridge equipped with a spike to grab onto

enemy ships and allow Roman soldiers to take over these ships fighting with their proven land tactics.

- 7. Who was Regulus? What did he demand of Carthage? What did Carthage demand of him after his capture? What did he advise Rome to do and how did he die?**

Regulus was a Roman consul who demanded a near-unconditional surrender from Carthage. After initial victories against the Carthaginians at sea and on land, Regulus was captured by them and was required to seek peace from the Roman senate as a condition for his release. Regulus, however, advised the Roman senate to continue the war, returned to Carthage according to his vow, and was put to death by lack of sleep.

- 8. Who was Hannibal? Describe his character and note his vow regarding Rome.**

Hannibal was a Carthaginian general and son of Hamilcar Barca, who won numerous victories in Spain. His father required that he vow never to become a friend of Rome. He had a Greek education and heavily studied enemy tactics and personalities. He was known for sharing his men's discomfort and risks, for being tireless and eating little, and for being the first and last in battle.

- 9. How did Hannibal bring Rome to its knees and nearly conquer it?**

Hannibal invaded Italy by crossing the Alps, which was unexpected, and defeated the first Roman army at the Trebia River due to the Roman consul's eagerness to fight and Hannibal's hidden cavalry, which struck the decisive blow. At Lake Trasimene Hannibal again used trickery by hiding most of his forces behind hills and drawing the Romans into a trap. The most significant battle came a year later at Cannae where Hannibal lured the Romans at his center and surrounded them with his cavalry, killing most of the army, one of the consuls, and 80 senators. Several Greek city-states under Roman rule defected and Roman citizens panicked, resorting to human sacrifice.

- 10. How did Scipio Africanus turn the fortunes of Rome in the war and achieve victory?**

Scipio Africanus conquered New Carthage in Spain and spared the inhabitants, causing several Spanish tribes to join Rome. Having conquered all of Spain, he invaded Africa and won the Numidians to his side. With these allies he defeated Hannibal at the battle of Zama and forced Carthage to surrender.

11. What did Hannibal do after his defeat by Scipio? How did he end his days?

Hannibal served in the court of Antiochus the Great and then the king of Bithynia. According to legend, he met Scipio Africanus later in life and said he would have been the greatest general of all time had Scipio not defeated him. Later, Roman soldiers were sent to execute him at his home. Rather than surrender, Hannibal took his own life.

12. In what ways did Roman culture and morality decay?

The mystery cults brought secret and mysterious ceremonies to Roman culture that often treated people violently and abusively. Roman cities and apartment blocks grew haphazardly and the plebeian class lived increasingly on day-to-day wages. Licentious festivals and gladiatorial shows both dramatically increased. Luxury goods from exotic markets were more desired than the formerly valued life of the country farm. Lastly, the army became a professional fighting force rather than a militia.

13. How do the Romans' military actions in Epirus (Macedonia), Lusitania (Portugal), Carthage, and Corinth (Greece) illustrate their moral corruption?

In Epirus, the Roman conquerors enslaved 150,000. Lusitania's warriors surrendered to the legions after a promise of safe conduct but were slaughtered instead. Carthage was held to an impractical treaty and then destroyed for breaking that treaty; its lands sown with salt and its survivors enslaved. Corinth, likewise, was razed to the ground and its people were sold into slavery.

Lesson 24

Lecture 24.5—Exam #24

1. According to the principle for this lesson (e.g. ideas of Polybius, Augustine, Tom Holland), how did the Romans' freedom lead to their decay?

Polybius noted that a state free from danger was prone to corruption and that those who had less would envy those who had more. Augustine argued against Cicero who proposed that providence and personal liberty could not coexist. Tom Holland simply writes that the Romans' freedom contained the seeds of their own destruction. In other words, the Romans used their freedom from exterior threats to pursue happiness in temporal pleasures which do not last and decay the pursuer.

1. **Briefly narrate how the Gracchi brothers tried to help the Roman masses or *proletarii* and how both brothers met untimely ends.**

Tiberius Gracchus attempted to pass land reforms aimed at helping the *proletarii* and presented his legislation to the *comitia* rather than the senate. It passed after the *comitia* removed an opposing tribune from power. He later proposed a bill for using the donated treasury of the king of Pergamum for small-scale farmers and stood for the office a tribune a second time which was unprecedented. Before his reelection, he was beaten to death by political opponents. Gaius Gracchus led reforms that banned deposed officials from serving again, made capital trials held in the *comitia*, employed *proletarii* in road-building projects, subsidized grain for the poor, held corrupt governors to account, and gave tax collection to publicans. He was stabbed to death after a failed proposal to grant full citizenship to all Latins and a failed third term as tribune.

2. **Who was Gaius Marius? How did he rise to power?**

Gaius Marius was a Latin plebeian who rose through the ranks of the army to become consul. He took volunteers for the soldiery from all classes, standardized military uniforms and weapons, increased the training of soldiers, and introduced the usage of an eagle for each legion. He conquered Numidia and enjoyed immense popularity as he was elected consul six times in a row. When the senate and tribune had a disagreement over the use of public lands which led to violence, Marius was given the 'final decree' to save the republic. He used this power to destroy political opposition on the Capitol hill.

3. **Who was Lucius Cornelius Sulla? How did he rise to power?**

Sulla came from a poor patrician family and like Marius, rose through the ranks of the Roman army to become consul. He was chosen to lead the campaign against Mithridates but was opposed by Marius who wanted the commission. To secure his position, Sulla entered Rome with two legions, took control of the city, and executed his political opposition.

4. **How did Marius and Sulla vie with each other for control of the republic? What was the result of their civil war?**

Marius took control of Rome with the help of Cinna and massacred the allies of Sulla. However, he later descended into madness. Meanwhile, Sulla defeated Mithridates and returned to Rome after Cinna was executed by his own men. After defeating the Samnites, Sulla reigned by terror killing thousands of political opponents and halving the senate. He was elected dictator and stocked the senate with his own allies, allowed only senators to serve as jurors, and forbid Roman armies from entering Italy without permission. He retired and lived a life of

pleasure until dying from ulcers and a worm infestation. The overall result was the weakness of the republic and the precedent of using force for political gain.

5. Who was Pompey the Great? What military victories did he achieve? How did he view the laws of Rome?

Pompey the Great was an ally of Sulla who won numerous victories. He specifically conquered the kingdoms of Mithridates, defeated Mediterranean pirates, secured Armenia as a client state, annexed Syria, and invaded Judea to stop a civil war, effectively adding it to the Roman Republic's empire. He thought little of the law and said that it should not be cited to those who bore swords or held power. His victories were celebrated with the greatest triumph Rome had seen to date.

6. How did Marcus Crassus amass his fortune?

Marcus Crassus was an ally of Sulla who bought the confiscated properties of Sulla for below-market prices and further gained real estate by purchasing buildings on fire or recently burned down for even cheaper prices. He also purchased mines that had belonged to the state.

7. How did Marcus Tullius Cicero stand as a faithful Roman citizen and as a man of service during the days of civil wars for the republic?

Cicero prosecuted an ally of Sulla and spoke against the persecutions. He later prosecuted a corrupt senator and stopped the attempted coup by Catiline. For this he was called 'father of the fatherland.' He was praised for his oratory and himself praised the life of contemplation and learning. He delighted in books, literature, and history as well as his daughter. He argued for a republic sustained by conscience and humility and opposed the rise of Caesar's powers. He believed in a better afterlife for virtuous men and praised thankfulness as the highest virtue.

8. How does Julius Caesar's capture by pirates and his treatment of them illustrate his character?

Julius Caesar showed his confidence and perhaps pride with his demand for a higher ransom for himself and his promise to execute the pirates while writing poetry. His later capture, execution, and crucifixion of them reveals his desire for revenge.

9. What was Julius Caesar like as student, husband, and general?

Julius Caesar excelled in oratory and writing as a student and his Commentaries were lauded by Cicero. He was a notorious adulterer and was known for his

affairs although he showed greater faithfulness to his first wife. He was a brilliant general who held the devotion of his men.

10. How did Caesar, Crassus, and Pompey work together to gain power?

Together Caesar, Crassus, and Pompey formed a triumvirate and agreed to mutually oppose legislation disliked by any one of them. They used bribes to secure consulships, comitias to pass their legislation, and mobs to block the vetoes of other consuls. Caesar also had himself elected governor of Gaul.

11. Why was crossing the Rubicon a big deal? Why did Caesar do it?

Crossing the Rubicon was illegal for armies and their commanders without the permission of the one who had made the soldiers of Italy swear an oath of loyalty to himself. With his own governorship expiring and the inability to run for consul for several more months, Caesar feared that Pompey would arrest and execute him after he returned to Rome as ordered. Therefore, he crossed the consul with a single legion as bodyguard.

12. How did Caesar gain further power for himself as dictator?

Caesar was elected dictator for ten years and increased the size of the senate and officials with men loyal to himself. He made himself supreme judge, gave lands to veterans and families of three or more soldiers, began massive building projects, reduced taxes, increased subsidies for state grain to the poor, reformed the calendar, and made plans to enfranchise all Italian freemen and to conquer further kingdoms.

13. Who murdered Caesar? Why did they do so?

Caesar was murdered by several senators including his close friend, Brutus. He was murdered for his perceived quest for power and for the rumors that he would make himself a king.

14. What is the meaning of Caesar's reported last words: "You have not killed Caesar, Caesar shall live. You have killed the Republic."

By such words, he meant that the republic was already dead and that a new Caesar would rise to take his place.

Lesson 25

Lecture 25.5—Exam #25

1. **How was the reign of Augustus generally viewed by his contemporaries and himself?**

Pliny the Elder praised the majesty of the Roman peace under Augustus. Horace lauded him for safeguarding the empire, for abundance, and for greater morality. Augustus himself hoped to lay the best possible foundations of government so that they would remain long after his death.

2. **What does G.K. Chesterton say about the Roman Empire under Augustus?**

Chesterton argues that it was the highest achievement of mankind, and that it was also a statement that man could do no more.

3. **How did Marc Antony secure his own power against that of the conspirators, Brutus and Cassius?**

Antony summoned his veterans to Rome and acquired Caesar's will. He agreed to give governorships to Brutus and Cassius while securing the Roman mob's affection by reading Caesar's will to them which gave them his private gardens and money. He then displayed Caesar's bloody toga and led the crowd to burn down the conspirators' houses. Later, he used his legions to calm the crowd, used Caesar's fortune to pay off his own debts, and convinced the *comitia* to make him governor of Cisalpine Gaul. He then invited Octavius to the city as an ally.

4. **Describe the physical and moral character of Octavius Caesar. Explain how he was related to Julius Caesar.**

Octavius Caesar was Julius Caesar's adopted son and also his grandnephew. He was rather thin, pale, and known for many ailments. He ate and drank little, wore simple homemade clothing, and lived in a small room in his palace. He planned his conversations in advance, entered and left cities in secret, and had a habit of reciting the alphabet when his anger was aroused.

5. **How did the second triumvirate of Octavius, Antony, and Lepidus execute vengeance upon Caesar's opponents in Rome and in battle?**

The second triumvirate conducted a reign of terror, executing thousands and confiscating a great number of properties, even from widows of conspirators. One of those executed was Cicero. Cassius and Brutus were killed in battle at Philippi.

6. Why did Octavius and the senate turn against Antony?

Antony had already attempted a war against Octavius which resulted in his defeat and amnesty by his marriage to Octavius' sister. His failed invasion of Parthia, divorce of Octavia, and marriage to Cleopatra all contributed to Antony's disfavor with Octavius and the senate. However, it was his leaving of the eastern half of the Roman Empire to his children by Cleopatra that caused the senate to declare war against him.

7. What happened at the Battle of Actium? How did Antony and Cleopatra handle this defeat?

Octavius won the battle at sea under his general Agrippa and Antony and Cleopatra fled to Egypt. When Antony thought Cleopatra had died, he stabbed himself, and later died in her arms. Cleopatra also chose to take her own life by snake venom.

8. How did Octavius secure the loyalty of the military after the defeat of Antony? What titles and offices did he gain?

Octavius kept a standing army of 200,000 and made them swear an oath of loyalty to him. He settled some 300,000 on public lands with the spoils of war. He maintained the title of imperator or commander of the military. He also was consul, tribune for life, proconsul of all border provinces, censor for life, *princeps senatus* or 1st in the senate, and named Augustus, which means majestic and sacred.

9. How did Augustus turn Rome from a 'city of brick into a city of marble'.

Augustus used his general and trusted officer Agrippa to oversee the construction of 82 temples, a new forum with multiple grand buildings, elaborate baths, new harbors, and the 1st Pantheon.

10. How does Roman sculpture show verisimilitude?

Roman sculpture grew from the practice of casting death masks from wax and sought to capture every detail of its aged patricians or the elaborate hairstyles of its ladies.

11. How did the art during the Augustan Age seek to portray world peace and the divine nature of Augustus as emperor?

Statues of Augustus sculpt him like a Greek god and with Greek ideals. They also depict him as a man of approximately 30 years old despite his later years. Some reliefs depict an ideal family of Augustus while others depict him as a god receiving the gifts of land and sea.

12. How did Virgil praise the life of the farm and Augustus?

Virgil's *Georgics* praise the peacefulness of the life of the country and delight in the beauty of nature as a sacred space of the gods. His *Aeneid* tells the story of Aeneas in beautiful verse but also praises the arrival of Augustus as Aeneas' heir and declares that the Roman's role is to rule the earth, teach peace, spare the humble, and throw down the proud.

13. How did Augustus attempt to legislate morality?

He passed laws against paying for votes, tried to control the manumission of slaves, censored objectionable books, banned Eastern religions and cults, forbid children from attending the games and women from athletic competitions, limited luxury purchases, required husbands to report adultery of wives, forbid remarriage of adulterers, and gave financial incentives for marriage and large families.

14. How did Augustus fail to save the morality of Rome?

Augustus was a notorious adulterer, had only one child, was married three times, and had a daughter whose life was marked by affairs and divorces. He also increased gladiatorial shows. Furthermore, Romans found loopholes to avoid the intent of his laws and the heart of culture was unaffected.

15. What did actually change the heart of culture during the reign of Augustus, who was called "Savior, Bringer of Glad Tidings, Son of God"? (Note: This is where you can give a 'Sunday school' answer.)

The incarnation and birth of Jesus, the true Savior, Bringer of Glad Tidings, and Son of God was the only solution to mankind's history-long struggle with sin, misery, and death.

Lesson 26

Lecture 26.5—No Exam

