



TEACHER'S GUIDE

Dave Raymond's Christendom



Dave Raymond's Christendom

Teacher's Guide

Sequence, Grading Guides & Answer Keys

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Answer Key to Readings & Exams

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How to Use This Curriculum

Introduction

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

The course 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 (average 25 minutes each) with associated readings, assignments, or exams. You can assign one lecture a day or you can go through two or more lectures in one day. Additionally, the readings in the second semester are sometimes much longer than the readings in the first. Feel free to abridge any of the writings to more appropriately challenge your student. He or she will be the best gauge of how much to cover per day or week.

The components of the course:

1. video lectures
2. the Student Reader
3. a notebook
4. a portfolio (explained in the next section)
5. a series of papers and projects (also explained later)

Both the Student Reader and this Teacher's Guide are available in digital and printed formats from *CompassClassroom.com*.

You, as the teacher, should read through the following sections before starting the course. It might also be a good idea for your student to know what's in the "Portfolio & Project Guide" section, which follows.

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

If you have more questions after reading the Teacher's Guide and watching the Orientation videos, email info@compassclassroom.com for additional help.

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

Scope & Sequence

One lesson is normally completed per week. Use the chart on the next few pages 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 does the reading. You can also use these questions as a way to discuss the lesson with your student after the lesson and readings are complete.

		LECTURE TITLE / DIRECTIONS	COMPLETE	PORTFOLIO	SCORE
	FOR PARENTS	Read Teacher's Guide			
LESSON 1 ORIENTATION	LECTURE 1.1	Introduction & How to Take Notes			
	LECTURE 1.2	The Meaning of Life			
	LECTURE 1.3	Why School?			
	LECTURE 1.4	Why History?			
	LECTURE 1.5	Portfolio and Family Tree Project, ▲ Exam #1			
	PROJECT	Begin Family Tree and Heraldic Crest Project*			
LESSON 2 ETERNITY IN OPERATION	LECTURE 2.1	Tiberius & Pentecost			
	LECTURE 2.2	Caligula and the Early Church			
	LECTURE 2.3	Claudius, James & Paul			
	LECTURE 2.4	The Missions of Paul			
	LECTURE 2.5	Nero and the 12 Apostles, ▲ Exam #2			
LESSON 3 IMPERIUM SINE FINE	LECTURE 3.1	Vespasian, Titus and the Destruction of Jerusalem			
	LECTURE 3.2	Epicurean Rome			
	LECTURE 3.3	Roman Persecution and the Apostolic Fathers			
	LECTURE 3.4	The New Testament Canon			
	LECTURE 3.5	Early Christian Worship and Art, ▲ Exam #3			
LESSON 4 THE WORLD THAT DIED IN THE NIGHT	LECTURE 4.1	The Spread of Christianity			
	LECTURE 4.2	The Effects of Christianity on Culture			
	LECTURE 4.3	The Sanctity of Life, Marcus Aurelius and Justin Martyr			
	LECTURE 4.4	Persecutions, the Gnostics and Irenaeus of Lyon			
	LECTURE 4.5	The Five Patriarchates, Origen & Tertullian, ▲ Exam #4			
LESSON 5 A CREED AND STILL A GOSPEL	LECTURE 5.1	Diocletian, the Tetrarchy and the Great Persecution			
	LECTURE 5.2	Constantine I			
	LECTURE 5.3	Constantine II			
	LECTURE 5.4	The Council of Nicea			
	LECTURE 5.5	Anthony of the Desert & Athanasius, ▲ Exam #5			
LESSON 6 CENTRIPETAL & CENTRIFUGAL FORCES	LECTURE 6.1	Constantine's Sons & Julian the Apostate			
	LECTURE 6.2	Basil of Caesarea & Theodosius			
	LECTURE 6.3	The Council of Constantinople, Post-Nicene Fathers...			
	LECTURE 6.4	Jerome, the Council of Ephesus and the Council of Chalcedon			
	LECTURE 6.5	Attila the Hun, Leo the Great..., ▲ Exam #6			

*See Portfolio & Project Guide for more details

SCOPE & SEQUENCE

		LECTURE TITLE / DIRECTIONS	COMPLETE	PORTFOLIO	SCORE
LESSON 7 ONLY THE LOVER SINGS	LECTURE 7.1	Ambrose & Chant			
	LECTURE 7.2	Augustine's Early Life & Conversion			
	LECTURE 7.3	Augustine's Ministry			
	LECTURE 7.4	Augustine's Writings I			
	LECTURE 7.5	Augustine's Writings II <i>Reading instead of exam</i>			
LESSON 8 THE LONG DEFEAT: BYZANTIUM	LECTURE 8.1	Introduction to Byzantium			
	LECTURE 8.2	Justinian & Theodora I			
	LECTURE 8.3	Justinian & Theodora II			
	LECTURE 8.4	Byzantine Religion, Art and Education			
	LECTURE 8.5	Cyril, Methodius and the Mission to the East, ▲ Exam #8			
LESSON 9 THERE IS NO GOD BUT ALLAH: ISLAM	LECTURE 9.1	Introduction to Islam and the Life of Mohammed I			
	LECTURE 9.2	Life of Mohammed II and the Five Pillars			
	LECTURE 9.3	Jihad and Mohammed's Successors			
	LECTURE 9.4	The Abbasid Caliphate and Islamic Art			
	LECTURE 9.5	Islamic Science, ▲ Exam #9			
LESSON 10 HOW THE CELTS SAVED CIVILIZATION	LECTURE 10.1	The Celts and Roman Britain			
	LECTURE 10.2	Christianity in Britannia and Caledonia, the Roman Flight...			
	LECTURE 10.3	Ireland and Patrick			
	LECTURE 10.4	Columba, Brendan and Augustine of Canterbury			
	LECTURE 10.5	Aidan, the Council of Whitby..., ▲ Exam #10			
LESSON 11 THE HOLY ROMAN EMPIRE	LECTURE 11.1	Benedict & Monasticism			
	LECTURE 11.2	Gregory the Great & Worship			
	LECTURE 11.3	The Germans, Clovis, the Merovinginians and Boniface			
	LECTURE 11.4	Pepin the Short & Charlemagne			
	LECTURE 11.5	Carolingian Education, Alcuin... <i>Reading instead of exam</i>			
LESSON 12 THE BALLAD OF THE WHITE HORSE	LECTURE 12.1	The Ancient Norse and Their Myths			
	LECTURE 12.2	Norse Mythology, Religion, and Culture			
	LECTURE 12.3	Norse Raids and Conquests			
	LECTURE 12.4	Alfred the Great			
	LECTURE 12.5	The Norse and Christianity, ▲ Exam #12			
LESSON 13 MEDIEVAL COVENANTS	LECTURE 13.1	Feudal Terms and Covenants			
	LECTURE 13.2	Feudalism's Development and the Life of the Peasant			
	LECTURE 13.3	The Saxons, Canute and Edward the Confessor			
	LECTURE 13.4	William of Normandy, Harold Godwinson...			
	LECTURE 13.5	William the Conqueror, ▲ Exam #13			
	PROJECT	Complete Family Tree and Heraldic Crest Project*			

*See Portfolio & Project Guide for more details

		LECTURE TITLE / DIRECTIONS	COMPLETE	PORTFOLIO	SCORE
LESSON 14 DEUS VULT: THE FIRST CRUSADE	LECTURE 14.1	Chivalry and Introduction to the Crusades			
	LECTURE 14.2	The Contexts for the First Crusade			
	LECTURE 14.3	The Call to Crusade and the First Departures			
	LECTURE 14.4	The Journey of the Crusaders to Constantinople...			
	LECTURE 14.5	The Conquest of Antioch and Jerusalem, ▲ Exam #14			
	LECTURE 14.6	Thesis Paper Project			
	PROJECT	Choose Thesis Paper Topic & Begin Research*			
LESSON 15 OUTREMER: CRUSADER KINGDOMS	LECTURE 15.1	Outremer, the Military Orders and Zengi			
	LECTURE 15.2	The Second Crusade, Nur ed-Din and Saladin			
	LECTURE 15.3	The Fall of Jerusalem and the Third Crusade			
	LECTURE 15.4	The Fourth Crusade			
	LECTURE 15.5	The Later Crusades, ▲ Exam #15			
	PROJECT	Thesis Statement Finished*			
LESSON 16 THE MUSIC OF THE SPHERES	LECTURE 16.1	The Medieval Worldview			
	LECTURE 16.2	Medieval Art			
	LECTURE 16.3	Medieval Towns, Guilds and Cathedrals I			
	LECTURE 16.4	Cathedrals II			
	LECTURE 16.5	Bernard of Clairvaux, Dominic... <i>Reading instead of exam</i>			
LESSON 17 WONDER & DELIGHT	LECTURE 17.1	The Quadrivium			
	LECTURE 17.2	Medieval Books, Universities and Science			
	LECTURE 17.3	Scholasticism: Anselm & Abelard			
	LECTURE 17.4	Scholasticism: Peter Lombard & Thomas Aquinas			
	LECTURE 17.5	Dante <i>Reading instead of exam</i>			
	PROJECT	Thesis Outline Finished*			
LESSON 18 JUST RULE AND A BRAVEHEART	LECTURE 18.1	Just War Theory, Henry II and Common Law			
	LECTURE 18.2	Richard the Lionheart & John Lackland			
	LECTURE 18.3	Henry III & Edward Longshanks			
	LECTURE 18.4	Scotland, Longshanks and William Wallace			
	LECTURE 18.5	Robert the Bruce and Scottish Independence, ▲ Exam #18			
LESSON 19 THE FRACTURING OF CHRISTENDOM I	LECTURE 19.1	The Mongol Invasions			
	LECTURE 19.2	Tamerlane and the 100 Years War I			
	LECTURE 19.3	The Black Death, the Albigensian Crusade...			
	LECTURE 19.4	The 100 Years War II, the Peasants' Revolt and Richard II			
	LECTURE 19.5	William Langland & Geoffrey Chaucer <i>Reading instead of exam</i>			

*See Portfolio & Project Guide for more details

SCOPE & SEQUENCE

		LECTURE TITLE / DIRECTIONS	COMPLETE	PORTFOLIO	SCORE
LESSON 20 THE FRACTURING OF CHRISTENDOM II	LECTURE 20.1	The 100 Years War III and Henry V			
	LECTURE 20.2	The 100 Years War IV and Joan of Arc			
	LECTURE 20.3	Byzantium, the Ottoman Turks and the Fall of Constantinople			
	LECTURE 20.4	The War of the Roses			
	LECTURE 20.5	Gutenberg, Caxton and Malory, ▲ Exam #20			
	PROJECT	Thesis Paper Finished*			
LESSON 21 MAN THE MEASURE I	LECTURE 21.1	Renaissance Worldview and Morality			
	LECTURE 21.2	Petrarch, Giotto, Cosimo de Medici and Ghiberti			
	LECTURE 21.3	Brunelleschi, Donatello and Fra Angelico			
	LECTURE 21.4	Lorenzo de Medici and Botticelli			
	LECTURE 21.5	Leonardo da Vinci <i>Virtual Tour instead of exam</i>			
	LECTURE 21.6	The Hour Project			
LESSON 22 MAN THE MEASURE II	LECTURE 22.1	Ariosto and Machiavelli			
	LECTURE 22.2	Rodrigo and Cesare Borgia			
	LECTURE 22.3	Julius II, Saint Peter's Basilica and Leo X			
	LECTURE 22.4	Raphael de Santi			
	LECTURE 22.5	Michelangelo di Buonarroti <i>Virtual Tour instead of exam</i>			
	PROJECT	Choose Hour Project Goal*			
LESSON 23 THE MORNING STARS OF THE REFORMATION	LECTURE 23.1	John Wycliffe			
	LECTURE 23.2	Jan Hus			
	LECTURE 23.3	Savonarola			
	LECTURE 23.4	The Mystics and the Brethren of the Common Life			
	LECTURE 23.5	Erasmus, ▲ Exam #23			
LESSON 24 JUSTIFICATION BY FAITH	LECTURE 24.1	Martin Luther I			
	LECTURE 24.2	Martin Luther II			
	LECTURE 24.3	Martin Luther III & Albrecht Dürer			
	LECTURE 24.4	Ulrich Zwingli & Martin Bucer			
	LECTURE 24.5	John Calvin <i>Reading instead of exam</i>			
LESSON 25 TOWARDS A PROPER END	LECTURE 25.1	Henry VIII			
	LECTURE 25.2	The English Reformation, Edward VI and Mary I			
	LECTURE 25.3	The Counter-Reformation, the Jesuits and the Huguenots			
	LECTURE 25.4	Scotland, John Knox and Mary Queen of Scots			
	LECTURE 25.5	Elizabeth I and Shakespeare <i>Reading instead of exam</i>			

*See Portfolio & Project Guide for more details

LESSON 26 LEX REX: THE ENGLISH CIVIL WAR AND THE SCOTS		LECTURE TITLE / DIRECTIONS	COMPLETE	PORTFOLIO	SCORE
	LECTURE 26.1	James I & Divine Right			
	LECTURE 26.2	The Puritans, Charles I, the Scots and the National Covenant			
	LECTURE 26.3	Parliament, Civil War, the Westminster Assembly and Regicide			
	LECTURE 26.4	Cromwell, the Protectorate and Milton			
	LECTURE 26.5	Charles II, James II... <i>Reading instead of exam</i>			
	PROJECT	Hour Project Finished*			

Congratulations! You're finished!

*See Portfolio & Project Guide for more details

Portfolio & Project Guide

Portfolio

The Christendom 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. The next section of this book, "Grading Guide," contains helpful rubrics for the Portfolio.

Project Guide

Family Crest

Students will create a family tree, write a family history, and craft a family crest following the basic symbolisms and rules of heraldry.

First, students must research their family history and create a family tree containing the names of at least four generations (parents, grandparents, great-grandparents, great-great-grandparents) on both sides of the family. Besides the names of family members, students must include to the best of their ability: birth and death dates, places of residence, vocation, and other children. Family trees should be done on high-quality paper with practiced penmanship yet in any medium the student wishes (framed, presentation board, scroll, book, etc.).

Second, students are to interview at least two family members (preferably elder family members from different sides of the family) in order to obtain basic information, character traits, and anecdotes about as many direct members on the family tree as possible. A family history will then be written discussing the family's past, characteristics, and anecdotal stories.

Third, students will reproduce an existing family crest (from any family name held by one of their four grandparents) or create an original family crest. For original crests, students will use the symbols of heraldry to represent their family's history and character. For example, if the family is known for unity and invulnerability to attack, the student may wish

to use a gyron ordinary (see Symbolisms of Heraldry below) with a tortoise.

All existing crests and original crests must be a Complete Achievement (see below).

Each existing or original crest must then be made according to a material or medium of the student's choice. For example, students may craft their crest by painting, drawing, wood-burning, carving, sculpting, sewing, metal work, paper craft, etc. Whatever the medium, these crests should be of a high, display-worthy quality.

Finally, students will write and label a separate section of their family history naming and defining

each element of their crest, including the motto.

Projects will be graded upon a variety of elements including the following of directions, quality and thoroughness of research, use of anecdotes in the family history, penmanship and craftsmanship on the family tree, and excellence in the completion of the crest.

This project should be completed before the end of Lesson 13, which concludes the first semester. The "Grading Guide" in this book contains a rubric for the Family Crest Project.

THE COMPONENT PARTS OF A HERALDIC ACHIEVEMENT

The following descriptions have been excerpted with adaptations from *Heraldry Explained* by Arthur Charles Fox-Davies, published in London in 1907.

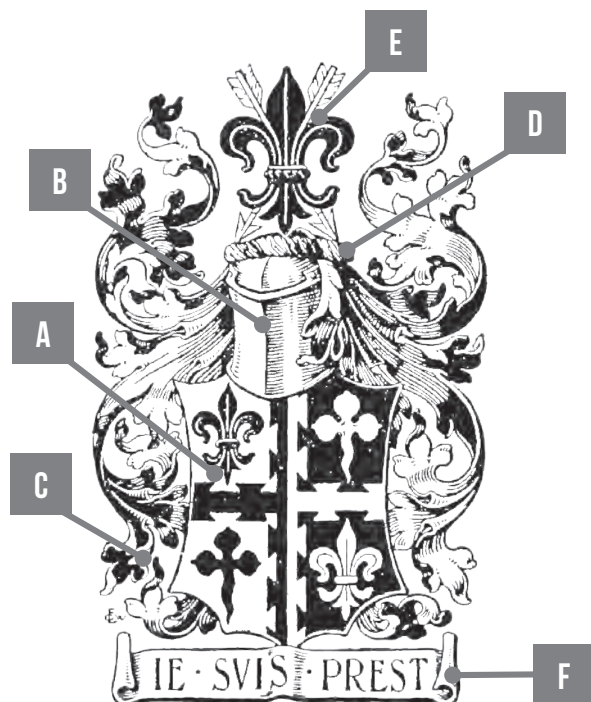
Although one usually speaks of heraldic emblems comprehensively by the term "coat of arms," this is, however, a term which strictly used only relates to the device which actually figures on the shield. The technical word for the entire device is the "achievement."

Heraldic devices may consist of:

- A** the arms, *i.e.*, the shield and the devices upon it;
- B** the helmet;
- C** the mantling;
- D** the wreath or torse;
- E** the crest;
- F** the motto.

In addition to the shield, crest, motto, helmet, torse, and mantling, which at the present day make up the ordinary coat of arms, the achievement may also possess:

- supporters;
- a compartment.

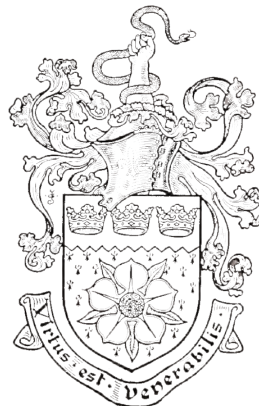


The Shield

Without the shield there can be neither coat of arms nor achievement. It is the shield upon the existence of which everything else hangs or depends, and it is the shield which is of first and greatest importance to the student for this project.

A shield or coat of arms must as a minimum consist of a colored surface or background, this being termed the “field,” and some figure or device or design thereupon, which forms the “charge” or “charges” if there be more than one. The shield is the vehicle for the display of the particular device which is the token of the origin of a particular family, and the vehicle also for the display of arms of alliance by marriage, tenure, and office. Briefly, to sum up, it is the shield which is the important matter.

The student may select any shape of shield for this project.



The Helmet

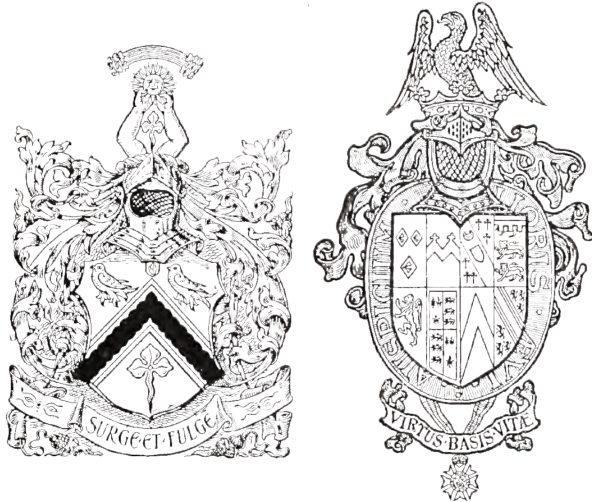
Since every soldier during the period of warfare in armor wore a helmet, so everybody who has a shield of arms has the right to some helmet or other. The period, shape, style, and design of the helmet may be determined by the student. It should follow the crest in frontal or profile display and be steel-colored.



The Mantle

This is a cloth suspended from a point on the top of the helmet and hanging down the back of the wearer. Its purpose in real warfare was to save the armor from rust, to absorb the heat of the sun playing upon the metal armor, and, above all, to entangle the sword of an adversary and deaden the effect of a sword-cut. Originally a plain piece of cloth, any one who had been in the thick of the battle would soon find his mantling cut and jagged, and no doubt this would be esteemed. The heraldic artist quickly seized upon the opportunity this afforded him, and the pictorial mantling is now disposed in exaggerated and flowing curves and foliations on either side of the helmet and shield. Heraldic rules lay down no set pattern, the form and disposition of the mantling being left to the fancy and invention of the artist. There are rules, however, with regard to color. The universal red and white mantling from the six-

teenth century and before has given place to a mantling of the “colors” of the arms, the outside being of the color, the lining being of the metal.



The Wreath or Torse

The crest must be attached to the helmet and mantling by some method of fastening of which the wreath or torse is the more usual. It was a skein of silk with a gold or silver cord twisted round it, and then placed as a fillet upon the helmet to cover the joining of the crest. The wreath should be depicted alternately in the tincture of the metal and the “colors” of the arms.

The Crest

This is the ornament which surmounts the helmet. The earliest forms are almost universally an animal, a half-animal, or an animal's head.

Their use was confined to the tournament and to ceremonial displays, rather than to the battlefield.



The Motto

Mottoes had no place in the real armory of actual warfare. They originated upon the standard, and it is not until late in the seventeenth century that they become a usual part of a heraldic achievement. The position of the motto in a representation of a coat of arms is entirely a matter of personal taste and choice. It may be over the crest or under the arms. Usually written in Latin, the motto expresses a description of family history or an ideal at which the family aims.

Supporters

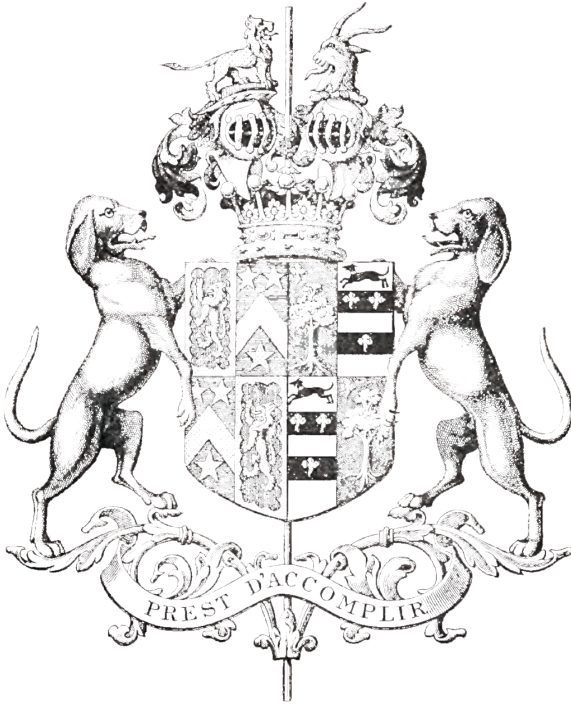
The origin of supporters can probably be traced to the badge, which was in seals duplicated and depicted on either side of the shield or crest in the vacant space upon a seal left when the arms had been engraved.

From the period at which the artistic use of the badge has developed into the supporter, the use of the supporter has been generally reserved for those in authority with title or government office.



The Compartment or Ground

Obviously supporters must stand upon something, and the English official practice has been uniformly to balance them upon a golden scroll-work, which one heraldic writer of repute happily terms a gas-bracket. Supporters must stand on the “gas-bracket” or follow



the older artistic forms by substituting a resting-place of a more appropriate character such as turf.



SYMBOLISMS OF HERALDRY

The following symbolisms have been excerpted from W. Cecil Wade's *The Symbolisms of Heraldry or A Treatise on the Meanings and Derivations of Armorial Bearings*, published in London in 1898.

Colors and Metals

Or (*sometimes Jaune*), **yellow**, or **gold**: Generosity

Argent, **white**, or **silver**: Peace and sincerity

Sable or **black**: Constancy, sometimes grief

Azure or **blue**: Loyalty and truth

Gules or **red**: Military fortitude and magnanimity

Vert or **green**: Hope, joy, and sometimes loyalty in love

Purple or **purple**: Royal majesty, sovereignty, and justice

Tenne or **tawney**: Worthy ambition

Murray or **sanguine**: Not hasty in battle, and yet a victor

Heraldic Lines

Nebulee or **Nebuly**: The sea or water

Engrailed and **Invected**: Earth or land

Indented: Fire

Dancette: Water

Ragulee or **Raguly**: Difficulties which have been encountered

Embattled: Fire or the walls of a fortress or town

Ordinaries

Chief: Dominion and authority

Cross or **Chevron**: Protection

Fess: Military belt or girdle of honor

Bar: For one who sets the bar of conscience, religion, and honor against angry passions

Pale, **Palet**, or **Pile**: Military strength and fortitude

Canton: Bearing of honor; when borne charged, it often contains some special symbols granted by the sovereign in reward for the performance of eminent service

Quarter: Bearing of honor; similar to the Canton

Bend: Defense or protection

Battune Sinister: Marks a royal descent that is barred by illegitimacy from succession to the throne

Orle or Tressure: Preservation or protection

Flasques: Given by a king for virtue and learning, and especially for service in embassy

Voiders: Given to gentlewomen who have deserved highly

Bordure or Border: Frequently adopted as a "difference" between relatives bearing the same arms

Gyron: Unity

Common Charges

Lion: Deathless courage

Tiger: Great fierceness and valor when enraged to combat; one whose resentment will be dangerous if aroused

Bear: Ferocity in the protection of kindred

Wolf: Denotes valiant captains that do in the end gain their attempts after long sieges and hard enterprises; one whom it is dangerous to assail or thwart

Rhinoceros: Great ferocity when aroused

Elephant: Courage and strength

Leopard: Valiant and hardy warrior

Panther: As a lion may be said to signify a brave man, so may a panther a beautiful woman, which, though fierce, is very tender and loving to her young, and will defend it with the hazard of her life

Horse: Readiness for all employments for king and country

Bull or Ox: Valor and magnanimity

Boar: A fierce combatant when at bay, and ceases fighting only with its life, and therefore may be properly applied as the armorial bearing of a warrior

Goat: Emblem of that martial man who wins a victory by the employment rather of policy than valor

Lamb: Gentleness and patience under suffering

Ram: Authority

Hares or Rabbits: One who enjoys a peaceable and retired life

Squirrel: Sylvan retirement being the delight of its bearer

Hedgehog: Provident provider

Beaver: Industry and perseverance

Fox: One who will use all that he may possess of sagacity, wit or wisdom in his own defense

Talbot, Mastiff, or Greyhound: Courage, vigilancy, and loyal fidelity

Cat or Cat-A-Mountain: Liberty, vigilance, forecast, and courage.

Camel: Docility, patience, and indefatigable perseverance

Bee: Well-governed industry

Ant: Symbolizes a man of great labor, wisdom, and providence

Spider: Wisdom, labor, and providence in all affairs

Grasshopper: Wisdom and nobility

House Snail: Deliberation and perseverance

Eagle: Signifies a man of action, ever more occupied in high and weighty affairs, and one of lofty spirit, ingenious, speedy in apprehension and judicious in matters of ambiguity

Alerion (*an eagle displayed without a beak or claws*): Signifies one who having been maimed and lamed in war, was thus prevented from fully asserting his power

Wings: Celebrity, sometimes protection or coverture

Feathers (*usually ostrich*): Willing obedience and serenity

Falcon or Hawk: One eager or hot in the pursuit of an object much desired

Hawks' or Falcons' Bells: One who feared not to signal his approach in either peace or war

Owl: One who is vigilant and of acute wit

Peacock: Beauty and pride of carriage

Pelican: Devoted and self-sacrificing charity

Stork: Filial duty, emblem of a grateful man

Swan: A lover of poetry and harmony

Goose or Duck: A man of many resources

Gannet: To subsist by the wings of his virtue and merit, having little land to rest upon

Swallow: One who is prompt and ready in the dispatch of his business

Cock: Courage, always ready for battle, ready to fight to the death

Dove: Loving constancy and peace

Raven: One who, having derived little from his ancestors, has through Providence become the architect of his own fortunes or one of an enduring constancy of nature

Crow: Signifies a settled habitation and a quiet life

Dolphin: Charity and a kind affection towards children

Tortoise: Invulnerability to attack

Unicorn: Extreme courage

Griffin: Sets forth the property of a valorous soldier whose magnanimity is such that he will dare all dangers, and even death itself, rather than become captive

Dragon: A most valiant defender of treasure

Cockatrice: Terror to all beholders

Sphinx: Omniscience and secrecy

Pegasus: Exceeding activity and energy of mind whereby one may mount to honour

Harpy: Ferocity under provocation

Mermaid: Eloquence

Centaur: For those who have been eminent in the field

Hydra: The conquest of a very powerful enemy

Phoenix: Resurrection

Stag, Hart, Buck, or Deer: Policy, peace, and harmony

Horns or Antlers: Strength and fortitude

Escallop Shell: One who has made long journeys or voyages to far countries, who had borne considerable naval command, or who had gained great victories

Other Shells: Protection of Providence

Heart: Charity, sincerity

Flaming Heart: Ardent affection

Hand: Faith, sincerity, and justice

Red Hand: Usual mark for a baronet if borne on a small escutcheon

Arm: A laborious and industrious person

Gauntlet: Signify a man armed for the performance of martial enterprise

Leg, Shoe, or Foot: Strength, stability, and expedition

Human Head: Honor

Blackamoor Head: Deeds of prowess in the Crusades

Skulls or Crossed Thigh-bones: Mortality

Eye: Providence in government

Millstones: The mutual converse of human society

Sceptre: Justice

Trident: Maritime dominion

Crown: Royal or seigniorial authority

Celestial Crown: Heavenly reward

Pastoral Crosier: The emblem of a shepherd's watchfulness over his flock, and denotes episcopal jurisdiction and authority

Annulet or Finger Ring: Fidelity

Lozenge: Honesty and constancy, also held to be a token of noble birth

Billets: Their first bearer was a man who obtained credence, knowledge, and faith in his words and deeds, and who was secret in his affairs

Pen or Inkhorn: Emblematic of the liberal art of writing and of learned employments

Harp or Lyre: Contemplation

Scythe or Sickle: Hope of a fruitful harvest of things hoped for

Anchor: Succor in extremity and the Christian symbol of hope

Ship, Lymphiad, or Galley: All such symbols would point to some notable expedition by sea, by which, perhaps, the first bearers had become famous

Cubes, Squares, or Dice: Constancy, wisdom, verity, probity, and equity

Axe: Execution of military duty

Purse: A frank and liberal steward of the blessings that God has bestowed

Tower or Castle: Grandeur and solidity; sometimes granted to one who has held one for his king, or who has captured one by force or stratagem

Bridge: Signifies a governor or magistrate

Pillar or Column: Fortitude and constancy

Snake: Wisdom

Scaling Ladder: One who was fearless in attacking

Crosses: Symbolic of some Christian experience or sentiment

Trestles and Stools: Hospitality

Cushions: Marks of authority

Angels, Cherubs, or Seraphs: Dignity, glory, and honor

Estoiles (*stars with six wavy points*): Emblems of God's goodness or of some eminence in the first bearer above the ruder sort of men

Mullet (*a star with five points*): Denotes some Divine quality bestowed from above

Gold Spur: Dignity of knighthood

Silver Spur: An esquire

Sun: Glory and splendor

Crescent: Signifies one who has been enlightened and honored by the gracious aspect of his sovereign

Moon: Serene power over mundane actions

Fire: Zeal

Lightning: The effecting of some weighty business with great clarity and force

Rocks: Safety, refuge, and protection

Portcullis: Effectual protection in emergency

Hunting Horn: One who is fond of high pursuits

Trumpet or Clarion: Ready for the fray

Cannon, Mortars, Cannon Balls, or Grenades: Well bestowed on those who have dared their terrors in sieges and battles

Sword: Indicates the bearer to a just and generous pursuit of honor and virtue in warlike deeds

Arrows or Arrow-heads: Martial readiness

Spear or Lance: Knightly service and devotion to honor

Spear-Heads or Pheons: Dexterity and nimbleness of wit to penetrate and understand matters of highest consequence

Shield: A defender

Saddles, Stirrups, or Spurs: Preparedness for active service

Horse Shoe: Good luck

Trunk of a Tree: An object of veneration

Fusil: Travel and labour

Shacklebolt: Victory in war

Water Bougets: Conferred on those who had brought water to an army or besieged place

Catharine Wheel: Emblem of one who is prepared to undergo great trials for the Christian faith

Escarbuncle: Supremacy

Buckles: Victorious fidelity in authority

Beacons or Cressets: One who is watchful for the commonwealth or who gave the signal in time of danger

Chains: A reward for acceptable or weighty service

Fusil of Yarn: Negotiation

Fret (*a pattern based on two interlaced lines*): Persuasion

Gold Roundles: One who has been found worthy of trust and treasure

White Roundles: Generosity

Wheel: Fortune

Cornucopia: Bounty of Nature's gifts

Chaplets or Wreaths: Granted for special service

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

Research & 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 era of Christ's Ascension and stretching to the Glorious Revolution in England. 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 the 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 Lesson 20. Students should choose their topic and write their thesis statement by the end of Lesson 15. Outlines should be completed by the end of Lesson 17.

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. The "Grading Guide" in this book contains a rubric for the Research & Thesis Paper.

REQUIREMENTS

Students must select a topic of interest from Christendom. Possible topics may include but are not limited to:

- *The Transformed Roman Culture of the Early Church*
- *Christian Redemption of Pagan Myths and Practices*
- *The Mercy Ministries of Basil the Great*
- *Benedict and the Monastic Life*
- *Augustine's Doctrine of the Fall and Evil*
- *Augustine's Philosophy of Time*
- *Church and State under the Christian World-view (Constantine, Justinian, etc.)*
- *The Hagia Sophia*
- *The Liturgy in the History of the Church and Culture*
- *Brendan's Voyages*
- *The Legend of King Arthur*
- *Norse Myths*
- *Islamic Art and Architecture*
- *The 9 Heroes Tapestry*
- *Sacred Geometry and Cathedrals*
- *The English Common Law and the US Constitution*
- *Medieval Apprenticeships and Calling*
- *Medieval Village Life and Feudalism*
- *The Causes of the Crusades*
- *Outremer*
- *Aquinas on Beauty*
- *Medieval Art*
- *Leonardo Da Vinci*
- *Canterbury Tales*

- *Wycliffe and the English Bible*
- *Shakespeare and the English Language*
- *Martin Luther on the Sacredness of Work*
- *John Calvin on Sovereign Grace*
- *The Heidelberg Catechism and Hope*
- *recreation of a medieval lady's dress from 14th century France*
- *monastic medicinal garden*
- *wood carving of a detail from the Thistle Chapel*
- *working crossbow*
- *painting or sculpture of one of the Nine Heroes*
- *illustrated map of the Crusades*
- *model of one of Leonardo's machines*
- *reproduction sketchbook of Michelangelo's sketches*
- *labyrinth*
- *comic book retelling the life of St. Patrick*
- *medieval feast*
- *sermon in the style of Martin Luther*
- *illustrated children's book about the life of King Alfred*
- *reproductions of Albrecht Durer's wood cuts*

The Hour Project

To complete the year of Christendom, 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:

- *reproduction of a Byzantine icon*
- *carved chess set*
- *scale model of a Venetian ship*
- *working trebuchet*
- *reproduction of a stained glass window or an illuminated page*
- *poetic work in the style and form of Dante or Chaucer*
- *musical composition of a medieval poem or a reproduction of medieval musical instruments*
- *scale model of a castle, water-powered mill, cathedral, or medieval village*
- *reproduction of a Barbuta or a Scottish Claymore*

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 the Hagia Sophia" or "I will create a 15-minute documentary about the Battle of Hastings."

The Hour Project should be completed by the end of Lesson 26. Students should choose their project and state their project goal by the end of Lesson 22.

Hour Projects are graded upon meeting the required number of hours, craftsmanship, ingenuity, appropriateness to the history of Christendom, and work ethic. The "Grading Guide" in this book contains a rubric for the Hour Project.

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 did Henry VIII succeed to the throne of England?” is easy and straightforward. But grading the question, “Why was the fall of Constantinople such a significant moment in the history of Christendom?” 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 medieval 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.

On the following pages, you'll find my quarterly rubric for grading portfolios.

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.

On the following pages, you'll find my grading rubrics for each project in the Christendom year.

Name _____ Date _____

Portfolio Grading Sheet | 1st Quarter

Requirements: Has the student met the required number of portfolio entries along with his or her 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

TOTAL PORTFOLIO SCORE _____
out of 40 points

Portfolio Grading Sheet | 2nd Quarter

Requirements: Has the student met the required number of portfolio entries along with his or her 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

TOTAL PORTFOLIO SCORE _____
out of 40 points

Name _____ Date _____

Portfolio Grading Sheet | 3rd Quarter

Requirements: Has the student met the required number of portfolio entries along with his or her 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**TOTAL PORTFOLIO SCORE**_____
out of 40 points***Portfolio Grading Sheet | 4th Quarter***

Requirements: Has the student met the required number of portfolio entries along with his or her 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**TOTAL PORTFOLIO SCORE**_____
out of 40 points

Name _____ Date _____

Family Crest Project Grading Sheet

FAMILY TREE	Research & Diligence: Is the family tree complete with the correct number of generations and information on each family member? Does the family tree reveal a work ethic on the part of the student to do diligent research? <div>_____</div> out of 10 points
	Craftsmanship: Of what quality is the family tree? How well executed is it? <div>_____</div> out of 10 points
FAMILY REPORT	Content: Does the report contain adequate family character information? Does the report contain family anecdotes that illustrate the family's character? <div>_____</div> out of 15 points
	Quality of Writing: How well written is the report? Does the student pay attention to correct grammar, spelling, and punctuation? <div>_____</div> out of 15 points
HERALDIC CREST	Diligence: Has the student followed directions for the creation of the heraldic crest? Is the crest a complete achievement? Has the student explained the elements of the crest? <div>_____</div> out of 15 points
	Craftsmanship: Of what quality is the crest? How well executed is it? <div>_____</div> out of 15 points
PRESENTATION	Posture & Dress: How well does the student hold him or herself? How well does the student present themselves in dress and posture? <div>_____</div> out of 5 points
	Quality of Speech: How well does the student project his or her voice? How clear is the student's speech? <div>_____</div> out of 5 points
	Eye Contact: How well does the student make eye contact with the audience? <div>_____</div> out of 5 points
	Content of Speech: Has the student discussed each of the assigned pointers? Has the student observed the time limit? <div>_____</div> out of 5 points
TOTAL PROJECT SCORE <div>_____</div> out of 100 points	

Name _____ Topic _____ Date _____

Research & Thesis Paper Project Grading Sheet

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 points
	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 points
	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 points
GRAMMAR & FORMAT	Grammar & Spelling: How well has the student paid attention to using correct grammar and spelling?	_____	out of 5 points
	Format: How well has the student followed MLA format?	_____	out of 5 points
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 points
	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 points
PAPER PRESENTATION	Posture & 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 & 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
TOTAL PROJECT SCORE			_____ out of 100 points

Name _____ Date _____

The Hour Project Grading Sheet

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 & 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

TOTAL PROJECT SCORE _____
out of 100 points

Suggested Titles for Further Reading

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

An Experiment in Criticism, by C.S. Lewis

The Original Folk and Fairy Tales of the Brothers Grimm, translated by Jack Zipes

Acts of the Apostles

Epistles of Paul (selections)

Confessions by Augustine, translated by Maria Boulding

The Rule of St. Benedict, translated by Timothy Fry

Beowulf, translated by Seamus Heaney

The Song of Roland, translated by Dorothy Sayers

The Oxford Book of English Verse, edited by Arthur Quiller-Couch (1250-1918)

Ivanhoe, by Sir Walter Scott

The Divine Comedy, by Dante, translated by Dorothy Sayers

Sir Gawain and the Green Knight, translated by J.R.R. Tolkien

The Canterbury Tales by Geoffrey Chaucer, translated by Nevill Coghill

King Arthur and His Knights: Selected Tales, by Sir Thomas Malory, edited by Eugene Vinaver

The Golden Booklet of the True Christian Life, by John Calvin, translated by Henry J. Van Andel

Institutes of the Christian Religion, by John Calvin (selections)

Fierce Wars and Faithful Loves: Book I of the Faerie Queen, by E. Spenser, edited by R. Maynard

Macbeth, by William Shakespeare (Oxford School Shakespeare edition)

Hamlet, by William Shakespeare (Oxford School Shakespeare edition)

Pilgrim's Progress, by John Bunyan

Answer Key to Readings & Exams

LESSON 1

Orientation

LECTURE 1.1

Read through the “Table of Contents” to learn what topics we will be covering this semester. What topics interest you? What topics are unfamiliar to you?

SAMPLE ANSWER

Upon looking through the table of contents for this course, a few lessons stood out. The “The World That Died in the Night” has a suspenseful title and “Only the Lover Sings” looks interesting because it is a poetic title for a biography. I look forward to learning about the early church’s impact on the culture, Islam, the Crusades, and medieval art. The opportunity to glance through the upcoming lessons brings excitement about the teaching to come.

LECTURE 1.2

Read the following quote by Alexis de Tocqueville. Why do religious nations, especially Christian nations, leave such lasting results or a legacy for generations to come?

SAMPLE ANSWER

Religious nations, specifically Christian peoples, have a goal of eternal life with God. This goal, accomplished by unmerited grace given by God, allows such nations to suppress the search for happiness in this world by focusing on the next. The result is not avoiding this world’s needs but meeting them with a host of answers based upon the Christian hope in the coming Kingdom. As a result, Christians have left a number of legacies manifested by worship, just laws, balanced governments, charity to the vulnerable, education to commoners, and a Christian view of the arts.

LECTURE 1.3

Read the following quotations about education. How do these quotes show the purpose and value of learning?

SAMPLE ANSWER

In this list of quotations, there are countless lessons on the value of education. Arthur Quiller-Couch writes that education is completely priceless, like the best things in the world. Francis Bacon claims that wise men use their studies in life, compared to simple and crafty men who only admire or condemn them. Socrates pens that the object of education is to love what is beautiful. According to Stratford Caldecott, education makes us more human, and therefore more free. John Bunyan writes that the humanities is our greatest inheritance, and “every nation needs to be grounded in the good things, the great things, the true things, in order to do the right things.” Among these great writers, it is clear that education is of the highest value for life.

LECTURE 1.4

Read the following quotations. How do these quotes demonstrate the purpose and value of studying history?

SAMPLE ANSWER

This selection of quotes displays the power of studying history. The first quote, by Oscar Cullman, observes how Christians use the focal point of Jesus' life to view history differently. John Briggs also writes about the Christian perspective on history. He observes that Christians view history with redemptive hope, rather

than tragedy. Cicero writes of the wisdom gained, and he claims that not knowing what took place before you were born makes you remain a child. Aldous Huxley sheds light on the value of learning the lessons of history in his quotation. Finally, T.S. Eliot makes an essential claim; he writes that in our “sordid particulars,” or everyday stories, “eternal design may appear.” The light of eternity is visible in the stories of mankind.

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 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

Eternity in Operation: The Roman Principate and the New Testament Church

LECTURE 2.1

Read Acts 1-2. How does Peter's sermon show the fulfillment of Old Testament Prophecy?

SAMPLE ANSWER

Peter's sermon in the book of Acts shows the fulfillment of the Old Testament prophecies. As Christ's life fulfilled the Old Testament, the works of the apostles do the same. After the as-

cension, the apostles replace Judas with Matthias in accordance with Old Testament passages. Acts 2 documents the coming of the Holy Spirit on the day of Pentecost. The apostles were all filled with the Holy Spirit and began to speak in tongues. The people in the crowd around them each understood their native language and were amazed. Some people mocked, claiming the apostles were drunk. Peter rebuked them, pointing to the prophecy of this event in the book of Joel. There the prophet proclaimed that God pours out his spirit on all flesh, men and women would prophesy, and wonders would be shown among men. The wonder of the Pentecost displays this. Further, the prophet Joel ends by saying that after these wonders, those who called upon the Lord would be saved. Peter continues to preach a powerful sermon, calling on the crowds to believe the gospel. After this message, 3,000 people call upon the Lord and are transformed by the gospel. Through the works of the apostles and the sermon of Peter, God showed his wonders among men. Those who called upon the Lord were saved in fulfillment of Old Testament prophecy.

LECTURE 2.2

Read Acts 6-7. How does Stephen confront the people's misunderstanding of the temple? What vision does he receive at the end of his life?

SAMPLE ANSWER

The apostles raised Stephen, a man full of grace and power, to minister among the Hebrews. He began to do many signs and wonders among the people, yet some who belonged to the synagogue disputed with him because they could not with-

stand the wisdom and the Spirit with which he was speaking. The people seized Stephen and claimed that he spoke against the holy place and law when he said that Jesus would destroy the temple and change the customs of Moses. In spite of these accusations and hostility, Stephen remained calm and confronted the people's misunderstanding. He told stories from Scripture that showed the covenant of God and the true purpose of the temple, holy place, and the law. When he rebuked them for always resisting the Holy Spirit, the people were enraged and ground their teeth at him. At this moment, Stephen received a vision of the glory of God and he saw the heavens open and Christ standing at the right hand of God. His accusers cast Stephen out of the city and stoned him. As he was dying, he called out to God not to hold their sin against them.

LECTURE 2.3

Read Acts 8:1-8, 9:1-31, and 15:1-41. How does Paul encounter Jesus? How does the leadership of Paul and James direct the first church council at Jerusalem?

SAMPLE ANSWER

These selections from Acts show Paul's transformation. In chapter 8, Paul—then called Saul—approved of Stephen's stoning. He played a key role in the persecution of the church in Jerusalem. Saul was ravaging the church, dragging faithful men and women into prison. Later, in chapter 9, Saul was still threatening and murdering the disciples of the Lord. Though he was vengeful, God saved him. On the road to Damascus, a light from heaven shone around Saul as he encountered Jesus. He is saved by Christ,

and begins to proclaim his glory in the synagogues. Acts 15 shows Saul—renamed Paul—gathering with the apostles to address an issue with the Gentiles. Here, Paul related stories of signs and wonders God had done among the Gentiles. James rises among them and claims that a letter should be written to the Gentiles, showing Paul and James held important leadership roles in the first church council at Jerusalem.

LECTURE 2.4

Read the entirety of Paul's letter to the Philippians. How does Paul encourage the church in Philippi to live as Christ, to be humble and thankful, to be citizens of heaven, and to trust in God's provision?

SAMPLE ANSWER

The letter of Paul to the Philippians encourages the church in Philippi. He rejoices in the gospel and tells them that in Christ is life. In chapter one, Paul tells them to let their manner of life be worthy of the gospel of Christ. In chapter two, he encourages them to follow Christ's example of humility, stating, "Let each of you look not only to his own interests, but also to the interests of others. Have this mind among yourselves, which is yours in Christ Jesus." As they press on towards these goals, it is important to consider that their citizenship is in heaven: "We await a Savior, the Lord Jesus Christ, who will transform our lowly body to be like his glorious body." Finally, Paul calls them to trust in God's provision. He says he has learned that in every situation, he must be content, because he can do all things through Christ who strengthens.

LECTURE 2.5 | ▲ EXAM #2

1. *How is theology the measurement of “eternity in operation,” according to Charles Williams? Which historical events were the disciples primarily concerned with giving testimony to?*

Christianity is the redemption of a particular point in time, by God. Theology is the study of God, and therefore it is the measurement of eternity in operation. The disciples cite specific historical events that give testimony to this, such as the Advent, Crucifixion, Resurrection, Ascension, and Pentecost.

2. *Name one fact about the reign of either Emperor Tiberius or Emperor Caligula.*

Emperor Tiberius

- Chosen by Augustus who called him “most agreeable...most valiant of men”
- Known for his moods
- Loved to read
- Forced by Augustus to divorce his wife and marry Augustus’s daughter Julia
- Emperor or princeps by 55 years old
- Gave senate power to directly elect judges—no longer by comitia/the people
- Refused most titles and to have month named after him
- Left the treasury 27 times richer than he found it
- Corrected overzealous proconsuls saying, “it was the part of a good

shepherd to shear his flock, not fleece it”

- Banished or executed those suspected of treason

Emperor Caligula

- Nicknamed Caligula, “little boots”, by soldiers when he was only 2
- Grandnephew to Tiberius
- Entered office giving away fortune to citizens and extra to those on welfare
- Gave back power to comitia to choose judges
- Recalled banished people
- He was a dueler, gladiator, charioteer
- Had “falling sickness,” trouble walking at times, and sometimes hid under bed at thunder; afraid of the dark
- Part of Isis cult—wanted to be worshiped as a god like pharaoh, senators kissed his feet
- Lived with sister, Drusilla, as wife
- 4 marriages, numerous affairs—forced divorces or liaisons, even on wedding day
- Known for extravagance
- Money problems
- Attempted an invasion of Britain
- Announced himself a god
- Executed by tribune of Praetorian Guard

3. *What does the name Pentecost mean?*

Pentecost means 50th day or Feast of Weeks. Pentecost was the 50th day after the resurrection and The Feast of Weeks was a memorial of the giving of the Law at Sinai.

4. *How is Pentecost the beginning of the church? What did Christians receive at Pentecost?*

Pentecost is seen as the beginning of the visible church on earth. Peter delivered a sermon, there was a giving of praise and thanksgiving and tongues, and the first ever church call and response took place. Christians received the gift of the Holy Spirit at Pentecost.

5. *Describe three or more characteristics of the early church, according to Acts.*

- Significant hospitality, broke bread in each others homes
- Thankful
- Favor amongst all people
- Gave food for famines in Judea
- Devoted to teaching of apostles and fellowship
- Had all things in common, selling for anyone who had need
- Prayed at the temple regularly

6. *Who was Stephen? Why was he martyred?*

Stephen was one of the first seven deacons. He was martyred because the crowds thought he was blaspheming and changing the traditions of the Jews. Stephen gave a sermon saying that all God has ever done led up to this moment in history. This only

made the people more angry, and they eventually stoned him.

7. *Name one fact about the reign of either Emperor Claudius or Emperor Nero.*

Emperor Claudius

- Descended from both Augustus line and Marc Antony
- Was appointed emperor by Praetorian assassins at 50 years old
- He released Caligula's prisoners, recalled exiles, restored confiscated property, ended Caligula's taxes
- Executed Caligula's assassins and declared he wasn't a god
- Repaired old temples and encouraged public worship of gods—mos maiorum
- Had his hands-on admin—in courts and often acted as judge
- Lots of building projects
- Claudius made Herod Agrippa king of Judea (41-44 AD)

Emperor Nero

- He was made Emperor at 16
- Had sole command of armies, abolished many taxes
- Co-ruled with mother for time
- Had his mother killed
- Was a painter, poet, musician, actor
- Called himself a god
- Desired to rebuild Rome

8. *Who was James the Just? Why was he called “Old Camel Knees?”*

James the Just was the brother of Jesus. He was called “Old Camel Knees” because he was constantly on his knees praying in the Temple.

9. *How was Paul prepared to address Jewish, Greek, and Roman cultures?*

Paul was uniquely prepared to address the Jewish, Greek, and Roman cultures. He was a Jewish citizen on Tarsus in Cilicia and his father was a Roman citizen. He was likely knowledgeable in Greek culture and ideas, Hebrew culture from the Pharisees, and Roman government. This made him ready to address these cultures with the gospel.

10. *What was decided by the Council of Jerusalem?*

The Council of Jerusalem, the first church council to decide a major matter, decided in favor of preaching to Gentiles after Paul confronted Peter about his hypocrisy on the subject. Further, it recommended abstaining from sacrificing food to idols, eating blood, and engaging in sexual immorality.

11. *What kinds of trials did Paul face on his missions?*

Paul faced many trials on his missions, including being persecuted, beaten, and arrested in Philippi. He was imprisoned many times on his missions, yet continued to spread the gospel. He ultimately faced intense persecution, and was likely beheaded for his faith.

12. *Choose one of the twelve Apostles. Define the meaning of his name and describe his missionary work.*

Simon Peter

- Jesus gave the name of Peter
- Simon means “to hear,” Peter means “rock”
- One of inner 3: the disciples closest to Jesus
- Walked on water
- Saw own wife martyred
- Death by crucifixion predicted by Jesus

Andrew

- Name means “manly”
- First to recognize Jesus as Messiah—convinced Peter to come to Jesus
- Preached gospel to Scythia and Edessa and against idols
- Crucified on an X cross
- He preached while nailed to the cross

James son of Zebedee

- Named Boanerges—Sons of Thunder (vigorous minds and impetuous tempers)
- Name means the same as Jacob, “heel-catcher” or “supplanter”
- Part of inner 3
- One of earliest martyrs, killed by Herod Agrippa (neph to Herod Antipas of gospels) in 44 A.D.

- Accuser converted at seeing James handed the death sentence and holding to confession, they were both beheaded with same sword at same time

Philip

- Name means “horse-loving”
- Preached throughout Samaria and upper Asia
- Baptized Simon Magus—simony)

Bartholomew or Nathanael

- Name means “son of furrows”
- He was a disciple in which there is no deceit
- He translated the Gospel of Matthew into Indian languages
- He was beaten, crucified and beheaded

Thomas Didymus

- His name means “twin” or “twofold”
- Was prepared to die with Christ as they journeyed to raise Lazarus
- Ministered in Parthia and India
- Martyred in India with a spear
- Founder of Indian church

Matthew or Levi son of Alphaeus

- Name means “gift of God” or “manly”
- Preached in Judea for 9 years after ascension and then wrote his gospel

- Preached in Parthia and Ethiopia, martyred there in 60 A.D. by a halberd

Simon the Cananaean or Zealot

- Simon means hearing or listen
- Preached in Mauritania and Britain where he was crucified in 74 A.D.
- Likely martyred in Syria

Thaddaeus

- Name means “courageous of God”
- Did ministry with Simon the Cananaean
- Likely martyred in Syria

James son of Alphaeus—James the Less

- Possible mission to Persia
- Martyred

Matthias

- Means “gift of God”
- Judas’ replacement
- martyred at Jerusalem, stoned and then beheaded

John, brother of James

- Name means Jehovah has graciously given
- The beloved disciple
- Previously a disciple of John the Baptist
- Part of inner 3 and a Son of Thunder

- Only disciple to stay at the Crucifixion—given charge to be a son to Mary
- Outran Peter to see Jesus's empty tomb
- First to recognize the Lord on the beach from his boat
- Founded churches in Asia Minor
- Wrote the gospel of John, 3 epistles, and Revelation
- Legend of being ordered to be put in a cauldron of boiling oil which did him no harm
- Released by a later emperor and continued to write
- Died naturally at around 100 years old

LESSON 3

Imperium sine Fine: The Successions of Rome, Judea, and the Apostolic Church

LECTURE 3.1

Read the following account of the Romans' sack of Jerusalem. How does Flavius Josephus show the destruction of Jerusalem and human misery? How does Titus attribute the Roman victory to God?

SAMPLE ANSWER

Upon seeing the way the Romans conquered Jerusalem, Titus understood the reason for their incredible exploit. He immediately attributed their great victory to God and said that the Romans most certainly had God as their assistant in this war. Who else, he says, could have overthrown these towers? Surely, neither man nor machine. Flavius Josephus, the narrator of this event, depicts human misery through the destruction of Jerusalem. His gruesome description of the sack of Jerusalem in Chapter 8 depicts Roman soldiers who came to plunder and burn houses, but saw entire families of dead men and houses full of corpses. They were so horrified that they left without touching anything. There were 97,000 captives and 11,000 dead.

LECTURE 3.2

Read the following excerpt from Satire 1 by Juvenal. How does Juvenal credit the idol of wealth as Rome's fall into vice?

SAMPLE ANSWER

Juvenal credits the idolatry of wealth as the cause of Rome's fall into vice. He describes reckless men gambling with their treasures and asks, "When was vice more rampant?" He asks the men if any of their grandfathers would indulge in wealth so flippantly. Juvenal writes that no deity is held in such reverence among the Romans in the way that wealth is. It is higher than any god for this culture: "O baneful money, thou hast no temple of thine own; not yet have we reared altars to Money in like manner as we worship Peace and Honor, Victory and Virtue, or that Concord that clatters when we salute her nest." He says that these ways are weary and hopeless. Juvenal writes that soon those who indulge in these vices will pay—they will not escape death.

LECTURE 3.3

Read the Epistle of Polycarp to the Philippians. What practical advice does Polycarp give? How does he regularly reference the Scriptures?

SAMPLE ANSWER

Polycarp gives practical advice in his letter to the Philippians. In the exhortation to virtue in Chapter 2, he calls them to serve the Lord in fear and truth. Polycarp says they must keep themselves from all unrighteousness, covetousness, love of money, evil speaking, false witness, and other sins. Instead, he calls them

to persevere in hope and patience. This advice is grounded in the Scriptures, for he regularly references verse in the New Testament to uphold his advice to the Philippians. In the section where he calls them to persevere in prayer and fasting, he references 1 Peter 4:7, which says to "be self controlled and sober minded for the sake of your prayers." When he tells them to edify themselves for the sake of the whole body, he references 1 Corinthians 1:26, which says, "if one member suffers, all suffer together; if one member is honored, all rejoice together." The advice of Polycarp to the Philippians is deeply rooted in the wisdom of God's word because of these references to Scripture all throughout the letter.

LECTURE 3.4

Read I Corinthians 2:13, II Corinthians 13:3, I Thessalonians 2:13, II Peter 3:15-16, and II Timothy 3:16-17, and Articles 3-6 from The Belgic Confession. How do the Scriptures attest to their own authority? What reasons does the Belgic Confession give for trusting the authority of the Scriptures?

SAMPLE ANSWER

The Scriptures attest to their own authority. For example, 1 Corinthians 2:13 says that these are words not from human wisdom but taught by the Holy Spirit. Paul writes in 2 Corinthians that the proof that Christ is speaking through him is how powerfully he is at work among people. 1 Thessalonians 2:13 says that it is not the words of men but the words of God, which are at work among men. Peter groups Paul's letters in with "other Scripture" in 2 Peter 3:16. To Timothy

he writes that “All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness that the man of God may be competent, equipped for every good work.” Clearly, the Scriptures are taught by the Spirit and breathed out by God, and are at work among men. The Belgic Confession affirms this idea in article three, which confesses that the Word of God was not given by the will of men, but by the men of God who were moved by the Spirit. It says, “He himself wrote with his own finger the two tables of the law, therefore we call such writings holy and divine Scriptures.” They go on to list the books of the Old and New Testament which fit this criteria. They receive each of these as holy and canonical, profitable for the regulating, founding, and establishing of the faith, because they prove themselves to be from God; “For even the blind themselves are able to see that the things predicted in them do happen.”

LECTURE 3.5 | ▲ EXAM #3

1. *How did the Romans view their empire and emperors?*

The Romans saw their empire as one without end, and a stabilizing force in the world (“When Rome falls, the world will fall”). Romans saw themselves as destined to rule the world because of their virtue and justice. Their rulers were regarded as godlike and Augustus was seen as a messiah to the Romans.

2. *Why were Christians opposed to viewing Caesar as a god?*

Christians opposed the divinity of Caesar, confessing that God was one-in-three. Only Jesus was God incarnate. Viewing Caesar as a god would violate God’s commandment to have no other gods before Him.

3. *What occurred at Pompeii in 79 A.D.? What did this event preserve?*

Vesuvius erupted in 79 A.D., covering Pompeii in 8-10 feet of ash. It preserved the bread of 40 bakeries, frescoes, household items, and graffiti.

4. *Who were the Zealots? Why did they rebel against Rome?*

The Zealots were a political movement of Judaism which incited the Jews to rebel against Rome. They rebelled against Rome because they wanted Judea to be free.

5. *Describe the destruction of Jerusalem in 70 A.D. What religious institution ended for the Jews?*

In 70 AD, Jerusalem was demolished and over 116,000 Jewish bodies were thrown over the wall. The temple was destroyed in hope that Jewish and Christian religions might be completely abolished. There were thousands of crucifixions and 97,000 were taken as slaves or gladiators to Rome.

6. *Why does Will Durant call this season of history “Epicurean Rome?”*

Will Durant called this season “Epicurean Rome” because of its central focus on the pursuit of pleasure through widespread

prostitution, adultery, infanticide, feasting, and gladiatorial games.

7. *Why did Christians get in trouble with the Roman government? Of what were they accused?*

Christians were in conflict with the Roman government because their faith was in conflict with the government. They were accused of atheism for refusing to worship other gods and accused of cannibalism because the Romans took the body and blood imagery from the Last Supper too literally.

8. *Briefly describe the life and work of one of the following Apostolic Fathers: Clement of Rome, Ignatius of Antioch, Polycarp of Smyrna, or Papias of Hierapolis.*

Clement of Rome

- Disciple of Peter and Paul
- Possibly the Clement mentioned by Paul in Phil or the Consul Clement executed under Domitian or Flavian family member or someone else
- Leader of church in Rome at end of 1st century—third successor to Peter
- Letter to Corinthians: in tradition of Paul's letters—quotes him, apostles, OT regularly
- Written by him but in the name of the church in Rome—plurality of elders—rule by many—advice, not commands—Cyprian in 3rd century on this: “a bishop of Rome could no more dictate to the other bishops

than Peter could dictate to the other apostles”

- Writing to address divisions in church—calls for love and harmony
- Uses phoenix—symbol of resurrection

Ignatius of Antioch

- Also called Theophorus, “God-Bearer”
- Pastor in Antioch after Peter and Evodius—mission sending church, mother of Gentile church
- Discipled by one or more of Peter, Paul, and John
- Arrested under Trajan's reign, chained w/prisoners & leopards; march to Rome
- Letters to 7 churches (Asia Minor) while on way to Rome to encourage purity of doctrine & practice
- Killed at Coliseum in 107 A.D. under Trajan

Polycarp of Smyrna

- Born 69/70 A.D.
- Disciple of John the Elder
- Journey to Rome in 154 to discuss Easter dating—2 practices: 14th day of Nisan (John) or always closest Sunday (Rome)
- Wrote a letter to Philippians—live lives of daily grace in midst of persecuting culture—directions for care of widows, orphans, elderly, young

- Brought before authorities in 156 A.D.
- Refused and brought to arena before governor in Asia
- Polycarp pointed to the crowd and said, “Away with the atheists!”
- Promise of release for oath—response: “86 years have I served him, and he has done me no wrong; how then can I blaspheme my savior and king?”
- Death by burning at stake

Papias of Hierapolis

- Lived 70-155 A.D.
- Disciple of John, called the Elder in letter of II/III John, friend of Polycarp; personally knew 4 Daughters of Philip the apostle (mentioned in Acts 21:9)
- Oversaw church in Phrygia, Hierapolis (Asia Minor)
- First church historian—collected sayings of apostles
- Said Matthew gathered OT prophecies in Hebrew and translated them with help and Mark
- Harmony of sayings in Explanation of the Lord’s Discourses: only fragments remain
- Clear succession of leadership & encouraging of each other in light of persecution

9. How is the New Testament authoritative based upon its own witness, its authors, its use by the early church, and archaeological findings?

The New Testament is authoritative as its own witness. Herman Bavinck writes that the canonicity of the books is rooted in their existence. Their authority lies in the fact that they exist. Its authors, such as Paul, refer to the words as Spirit-taught. Peter groups the apostolic letters in with the Scriptures. The apostles were given authority by Christ to preach what they have seen, and they were authors of the New Testament. The early church treated the apostles’ letters as authoritative and grouped them in with Scripture. Finally, overwhelming archeological findings confirm the reliability of Scripture.

10. When and where did early Christians worship?

Early Christians worshiped in many places, including clubs, cemeteries, homes, rural areas outside of cities, or “anywhere that was convenient,” according to Justin Martyr. The most common places of worship were homes with a triclinium, a dining hall used for worship and feasts. There were dedicated church buildings by the third century. The time of worship was the Lord’s Day, as mentioned in Revelation by John. It often took place at sunrise to celebrate the resurrection.

11. What kinds of symbols, creatures, Biblical stories or myths did early Christians paint in their places of worship?

Early Christians painted Adam and Eve, the Good Shepherd, Healing of the Paralytic, Christ and Peter walking on water, David

and Goliath, and more stories. They depicted the symbols of the cross, alpha, omega, dove, ship, palm branch, rooster, vine, and phoenix.

12. *What was the Eucharist or Agape Feast? Why is it so important in the life of the church, past and present?*

The Eucharist or Agape Feast was a meal of thanksgiving or communion shared with other believers. These feasts are important in the life of the church because they bring together Jews, Gentiles, slaves, free, men, and women, together, unified in Christ.

made you and to love your neighbor as yourself. These are two greatest commandments in the Bible. This way is full of humility, love, selflessness, sacrifice, and kindness. The way of death is the opposite; it is full of evil, cursing, adulteries, murders, lusts, rape, hypocrisy, deceit, hating truth, being far from God. The list is long, and the Didache calls its readers to be delivered from all of this. It moves from these two ways towards the discussion of congregational worship and emphasizes the importance of each practice with the backing of Scripture and prayer. Finally, it ends by saying that the saints should gather often, because it benefits their souls.

LESSON 4

The World That Died in the Night: Christianity, the Church Fathers, and the Transformation of Culture

LECTURE 4.1

Read the following selection from the Didache. How does the Didache present the way of life and the way of death? How does the Didache emphasize the importance of regular, congregational worship?

SAMPLE ANSWER

In the *Didache*, there are only two ways: life and death. There is a great difference between the two. The way of life is to love the God who

LECTURE 4.2

Read the following selection by W.E.H. Lecky. How does Lecky show the difference between Christianity and paganism? How did Christianity change ancient culture?

SAMPLE ANSWER

W.E.H. Lecky separates Christianity and paganism based on their influence over morals. He writes that Christians do not have casual, indirect, or loose moral influence. That it is the marking of a pagan religion. Unlike pagans, Christians make moral discipline a priority. According to Lecky, Christianity changed the world by giving all men unity, or “fraternity” in Christ. The nations of Antiquity could not comprehend this, from the Greeks to the Romans and beyond. He writes, “it was one of the most important services of Christianity, that besides quickening greatly our benevolent affections it definitely and dogmatically asserted the sinful-

ness of all destruction of human life as a matter of amusement, or of simple convenience, and thereby formed a new standard higher than any which then existed in the world.”

LECTURE 4.3

Read Chapters 1-13 from the First Apology of Justin Martyr. What are his arguments for Christianity and against persecution?

SAMPLE ANSWER

Justin Martyr demands justice from the Romans in *First Apology*. He writes that the reasonable should honor and love what is true. He implores them as reasonable, pious, just people, and begs that they pass accurate judgment on the persecution that is taking place against Christians. He demands that the charges be investigated and claims that Christians are unjustly condemned for their mere name and he confesses that they are not atheists with regard to the most true God. Many Christians are condemned for the actions of a few. He also explains the virtuous, reasonable, wonderful nature of the faith, and argues that Christians should not be persecuted for following Christ’s teaching.

LECTURE 4.4

Read the prison diary of Perpetua, a young woman martyred in Carthage. How does Perpetua show faithfulness in the face of martyrdom?

SAMPLE ANSWER

In this diary of Perpetua, she shows remarkable faithfulness. She was twenty-two years old and had an infant son at the time. She called herself a Christian, and her very own father was an-

gry about it. She was separated from him, and became baptized. She was lodged in prison for her faith and terrified. She endured many trials and lost her health. During this time, she found comfort in speaking to the Lord. He then gave her a vision of a ladder to heaven. There were many weapons and pains on the way up, but she was not afraid; under Christ’s name, none could harm her. Then, she had a vision of a garden. She shared these visions to her brother, giving him hope in trials. Her father tries to persuade her to denounce the name of Christ. She responded by saying that everything, including the prisoner’s dock, happened by God’s will. As Christians, we are not left to ourselves, but His power. She refused to denounce the name of Christ for anything, and showed great faithfulness. She survived being placed in an amphitheater and being attacked by an Egyptian. She marched with “shining confidence and calm step, as the beloved of God, as the wife of Christ.” She, and her fellow believers, faced martyrdom with courage and faith.

LECTURE 4.5 | ▲ EXAM #4

1. *Why did Christianity spread so rapidly and thoroughly in the known world? What was attractive about it?*

Christ appeared offering new life to a decaying world. Phillip Schaff says that it spread so rapidly because of its intrinsic worth as the universal religion of salvation, perfect teaching, and divine human founder. It adapted to all classes, conditions, relations, nationalities, races, grades, and every soul that longs for redemption from sin and

holiness of life. Its attractiveness was in the power of its story.

2. *List at least five regions where Christianity existed by the end of the second century A.D.*

- Italy
- Gaul
- Spain
- Germany
- Britain
- North Africa
- India
- Edessa
- Armenia
- Persia
- Mesopotamia
- Asia Minor
- Egypt
- Crete
- Arabia

3. *How did Christianity promote freedom of religion, or how did it promote obedience to and limitation of government?*

Christianity had a redeeming culture in opposition to Greek and Roman practices. Rome allowed cults around certain identities and practices. Christianity was a challenge to this, because it was not restricted to any people group. Christianity promoted religious freedom to worship voluntarily based on conviction. It promoted limited government, giving to Caesar what was Caesar's, and to God what was God's. It

gives authority to the government and limits its power.

4. *How did Christianity promote charity?*

Christians had a distinct love for one another. They cared for the poor, widows, orphans, prisoners, and those condemned or suffering.

5. *How did Christianity change slavery?*

Christianity transformed slavery. In every ancient culture, slaves were captives, poor, and abandoned. Even Aristotle called slaves barbarians by birth and "living tools." The Gospel neither condemned slavery or called for emancipation; therefore, Christianity saw slaves as fellow sisters and brothers in Christ. Additionally, slaves were martyrs and bishops. Marriage between slaves and freemen was sanctioned and conducted by the church, though illegal under Roman law. There are also many records of mass emancipations upon baptism.

6. *How did Christianity change the role of women and the view of marriage?*

In ancient culture, women, like slaves, were seen as property with no capability of virtue. Yet, women are key in the gospel story and seen as important witnesses. Women have equality with men before God. Men are commanded to treat their wives as Christ treats the church. Christianity also provided a sharp contrast to culture with its view on the sanctity of sex, being reserved for marriage.

7. *How did Christianity promote the sanctity of life?*

In a culture of abortions, sexual abuse of slaves, and legal abandonment of children, Christianity preached the sanctity of life. The Didache explained the way of life and the way of death. Saints confronted child killing and spoke out against murder. They organized adoptions, and made bold actions to fight for the sanctity of life in a culture of death.

8. *What was the worldview of Marcus Aurelius? How was it empty or hollow, compared to Christianity?*

Marcus Aurelius was a philosopher king. His worldview assumed that the universe was ruled by a pantheon. He had no solution to the problem of evil and wrote that it is best to leave the world as soon as possible. This worldview is hollow compared to Christianity, which has one true God who rules over good and evil, and promises eternal life to those who trust in Him; these same people are called to work in the world and make it more like Christ's kingdom.

9. *How did Justin Martyr defend the faith?*

Justin Martyr served as a traveling teacher. He used his classical training as a defense of the faith, and founded a school in Rome. He loved philosophy, especially the idea of Christ as *Logos*.

10. *Who were the Gnostics? What did they teach?*

The Gnostics chose a twisted version of the truth of Christianity. They claimed knowledge came from God, but denied the good-

ness of creation. They taught that God was completely separate from creation and acted through lesser deities. The Gnostic gospels twisted the words of the apostles towards disturbing lies.

11. *Briefly describe the life and work of either Irenaeus of Lyon, Origen of Alexandria, or Tertullian of Carthage.*

Irenaeus of Lyon

- Greek Christian parents in Smyrna
- Greek education in classics
- Discipled by Papias and Polycarp
- Loved Asia Minor but was willing to leave for church need in Lyon, Gaul
- Succeeded Pothinus as pastor of church after persecution of 177 A.D.
- Against Gnosticism
- Constant use of NT
- Dealt with schism in church over dating of Easter
- Laid the groundwork for the Apostle's Creed
- Underwent persecution of Severus; had legions surround Lyon, general massacre of Christians (men, women, children, elderly alike)
- Death of Irenaeus at 87, like Polycarp

Origen of Alexandria

- 185-254 A.D.
- Born in Alexandria, trained by Clement of Alexandria
- Memorized whole sections of Bible
- Head of Alexandrian school: learned Hebrew
- Extreme ascetic—one coat, no shoes, no meat or wine, bare floor for bed, castrated self (later repented of this)
- Incredible exegesis; commentaries on almost every book of Bible
- Arrested and tortured under Decius (249-251)
- Origen died from wounds received in torture
- Wrote “Prescriptions Against Heretics” against Gnosticism
- Joined Montanists; appeal to their asceticism
- Later left and returned to lead the church in Carthage till death in 220 A.D.
- Laid groundwork for later councils on trinity saying God is one substance, 3 persons

12. List the five patriarchates.

- Jerusalem
- Rome
- Constantinople
- Alexandria
- Antioch

Tertullian of Carthage

- 160-220 A.D.
- Born Quintus Septimius Florens Tertullianus in Carthage
- Pagan parents; father was Roman Centurion & Proconsul in Africa
- Tertullian given a liberal education, came to Rome
- Married: faithful, praises marriage and common faith
- Encountered Christian martyrs who died at stake with an otherworldly coolness, read Scriptures and found fulfillment of prophecies remarkable
- Tertullian returned to Carthage to live through persecution

LESSON 5

A Creed and Still a Gospel: Constantine, Nicea and Athanasius

LECTURE 5.1

Read the following selection from “The Martyrs of Palestine.” How did Diocletian and Maximian attempt to destroy Christianity and promote paganism?

SAMPLE ANSWER

Diocletian and Maximian tried to destroy Christianity by abolishing meetings, demol-

ishing churches, burning Scripture, depriving freedom, and imprisoning rulers. In contrast, these rulers sought to promote paganism by rebuilding ruined idols with “all speed.” Maximin ordered that temples be built in all cities, setting idol-priests in every place.

LECTURE 5.2

Read The Edict of Toleration by Galerius and The Edict of Milan. What did these edicts allow? How did they change the Roman Empire?

SAMPLE ANSWER

The Edict of Toleration declared that Christians who turned from paganism should be protected even if they had hidden their Christianity during former persecution, so long as they “do nothing contrary to good order.” *The Edict of Milan* removed any restrictions that stopped Christians from practicing their religion freely and openly. It gave “free and unrestricted opportunity for religious worship.” This Edict also demands that property seized from Christians be returned. This was a dramatic change in the Roman Empire, where Christians were being persecuted.

LECTURE 5.3

Read the following historical account. How was Constantinople like Rome, but also uniquely different?

SAMPLE ANSWER

Constantinople was like Rome in its power and influence. The Emperor Constantine desired that it be equal in fame to Rome. He laid out plans for a large, beautiful, and mighty city. It

was named “New Rome.” Constantine created a senate with the same honors and privileges as Rome, and finally rendered the city equal to Rome. The city was prosperous; however, there was one distinct element that made Constantinople uniquely different from Rome. The main difference was that Emperor Constantine honored the city in the name of Christ, and adorned it with many houses of prayer.

LECTURE 5.4

Read The Nicene Creed. How is Jesus’ nature defined? Who is he, according to the Nicene Creed?

SAMPLE ANSWER

The Nicene Creed states belief in one God, the Father Almighty, who creates all things. Further, it believes in one “Lord Jesus Christ, the Son of God, the only-begotten of his Father, substance of the Father, God of God, Light of Light, very God of God, begotten, not made, being of one substance with the Father.” According to the Nicene Creed, Christ is the substance of the Father, the Son of God. This statement of beliefs further emphasizes Christ’s deity by saying that all things were made, heaven and earth, by Him.

LECTURE 5.5 | ▲ EXAM #5

1. *How did the Christian’s belief in eternal life affect the way he lived and died in this temporary life?*

According to Michael Rostovtzeff, Christian belief shifted the center of gravity for believers. Their hopes and expectations were transferred from their present lives to a future life in heaven. This caused Christians to

be content to submit and suffer in this life in order to find a true life hereafter.

2. *How did Diocletian reorganize the Roman Empire? Why did he do this?*

He reorganized the Roman Empire by splitting it in two: East and West. He further split it into four prefectures (called a tetrarchy), as well as 96 provinces and 72 dioceses. This created a massive bureaucracy. He did this to create a centralized state which consolidated his power. The edict of each 'Augustus' or 'Caesar' had the rule of law, without approval from the senate. The government maintained control of trade in grain, salt, wine, oil, iron, gold: production, prices, wages, & employment. Finally, the army was converted to a largely mercenary & non-Roman force.

3. *What did Diocletian require of all his subjects regarding the worship of the pagan gods?*

Diocletian ordered that all his subjects sacrifice to gods, or else they would be whipped. The soldiers in the army were required to do the same or they would be forced to leave.

4. *How was Diocletian's persecution the most thorough attack on Christianity to date?*

Diocletian targeted Christians in government, army, and imperial household. He conducted cruel tortures ending in death. It is recorded that he whipped some to death, poured molten lead in their throats, and crucified many. Within eight years, there were 3,000 deaths and Christians were condemned to mines.

5. *What did Constantine see and dream prior to the Battle of the Milvian Bridge? How did this change him?*

Constantine saw a cross with an inscription that said "Conquer by this" at sunset. Then, he had a dream where Christ instructed him to put the Greek letters Chi & Rho on his soldiers' shields. The army did so, which was an enormous change. He then built images and the name of Christ into Rome's army, which was a massive shift.

6. *What did The Edict of Toleration in 311 and The Edict of Milan in 313 allow?*

The Edict of Toleration in 311 A.D. forbade Christians from gathering in cemeteries to remember martyrs, executed Bishop Peter of Alexandria, allowed priests of gods to arrest Christians, and kidnapped Christians from Armenia. On the other hand, *The Edict of Milan* legalized Christianity, recognized it as valid worship (not atheism), and prevented them from being disturbed or molested.

7. *How did Constantine's Christianity affect Rome's symbols, basilicas and laws?*

When Constantine became a Christian, he changed Rome's symbols, such as the coin, to have Christian imagery. He erected numerous basilicas. Constantine made legal changes that reflected his new belief. This included making clergy exempt from taxes, declaring Sunday a day of rest, forbidding sacrifices, outlawing crucifixion, and much more.

8. *How was Constantinople designed to be a uniquely Christian city?*

Upon Constantine's conversion to Christianity, he designed Constantinople to be a uniquely Christian city. It had a natural harbor, crossroads of trade, and it was easily defended. It had wide boulevards, gardens, and beautiful churches in every sector and included a fountain with a sculpture of the Good Shepherd. The laws and architecture of the city reflected Christianity and it became a true capital of Christendom.

9. *When was Constantine baptized? Why was it so late?*

Constantine waited until his impending death before requesting baptism as a Christian. His decision reflected the belief at the time that one could not be forgiven sins committed after baptism.

10. *Who was Arius? What heresy did he promote?*

Arius was the fourth elder in Alexandria. He stirred up the church in Alexandria and taught that Jesus and the Holy Spirit were not God. Specifically, he proposed that Jesus was the son of God but did not exist before his incarnation.

11. *How did the Council of Nicea answer the heresy of Arius? What did it decide regarding the divinity of Jesus?*

The Council of Nicea condemned Arius's teaching as heresy and excommunicated all who followed him. They rebuked him for believing things contrary to Scripture. Regarding the divinity of Christ, they produced the Nicene Creed. This creed defined

Christ as homoousios, consubstantial, "very God of very God, begotten, not made, being of one substance with the Father."

12. *How was Athanasius a champion of orthodoxy throughout his entire life?*

Athanasius was a champion of orthodoxy in the face of a polytheistic society. He wrote *On the Incarnation* which outlined the standards of orthodox Christianity. He was exiled five times in defense of orthodoxy against arianism and paganism.

LESSON 6

Centripetal & Centrifugal Forces: The Barbarians, the Church and the Fall of Rome

LECTURE 6.1

Read Julian the Apostate's Letter to Arsacius. How did Julian the Apostate attempt to make paganism a competitor to Christianity?

SAMPLE ANSWER

In Julian the Apostate's letter to Arsacius, he mourns the failure of paganism and realizes that the religion of the Greeks did not prosper in the way that he wished. In an attempt to make paganism a competitor to Christianity, Julian claims that the gifts of the gods are so splendid, that they are better than any prayer or hope. He recognizes that the recent kindness of Christians has been so overwhelming that he calls people to outdo them. Ultimately, he wishes for the people to beat them in their own kindness and morality, wanting to force men to be good through pagan religion—a hopeless endeavor.

LECTURE 6.2

Read the following excerpts from the Theodosian Code and St. Basil. How did Theodosius change the legal status of Christianity in the Roman Empire? How did this change the Christian view of freedom of religion? How does Basil compare prayer to eating? How does he show the importance of prayer?

SAMPLE ANSWER

Theodosius essentially made Christianity the official religion of Rome by first prosecuting heretics under Roman law and then outlawing pagan worship. He was criticized by John Chrysostom for ignoring freedom of conscience or the fact that Christian faith is a matter of the heart and conscience rather than a forced position. In this beautiful prayer, St. Basil compares prayer to eating; to St. Basil, prayer is an important exercise of replenishment, strengthening the soul just as food nourishes the body. He calls his readers to regulate the needs of their body, including prayer.

LECTURE 6.3

Read the Prayer of Gregory Nazianzus and the Easter Sermon of John Chrysostom. How do Gregory of Nazianzus and John Chrysostom use literary beauty to communicate the Gospel?

SAMPLE ANSWER

These prayers both employ literary styles to communicate the Gospel. Gregory Nazianzus uses biblical imagery of “the Dragon” for sin. He employs the parallels of the tree of knowledge and “yet another tree.” Gregory continues by crying out to God using beautiful language to describe the gospel. John Chrysostom uses a poetic form

for his easter sermon. The beginning is structured around answering questions, or cries of the heart. “Is there anyone who is a grateful servant? Let them rejoice and enter into the joy of their Lord! Are there any weary with fasting? Let them now receive their wages!” Throughout this message, John Chrysostom paints the gospel picture in glorious literary beauty. It ends with divine repetition: the start of each line is “Christ is risen,” followed by an outcome of the Gospel.

LECTURE 6.4

Read the following letter. How does Jerome defend the study of pagan classics?

SAMPLE ANSWER

Jerome defends the study of the pagan classics in his letter by saying that Gentile books and secular philosophies are mentioned in Scripture. Next, he writes that the author of the Proverbs calls people of God to understand the maxims of the ages. Jerome writes, “My efforts promote the advantage of Christ’s family, my so-called defilement with an alien increases the number of my fellow-servants.”

LECTURE 6.5 | ▲ EXAM #6

1. *How did the church handle the barbarian invasions? How did the liturgy provide unity for this mission?*

The church countered the invasions by indoctrinating and advancing the frontiers of the barbarians. Liturgy was the means that gave the barbarians and Gentiles a new view of life and history. Through liturgy, the growing Christian world was built on unity.

2. *How did Rome fall from within? How did both its culture and leadership become morally bankrupt?*

Rome fell from within in the face of a barbarian menace and nominalistic culture. It lost its old moral fortitude. Its famous culture of discipline, zeal, self-sacrifice, and brotherly love fell away. The rule of Constantine’s descendants was a mess.

3. *Who was Julian the Apostate? How did he try to restore paganism?*

Julian the Apostate was the son of Constantius. As a ruler, he lowered taxes, fought corruption, and reopened pagan temples. He sought to restore paganism in reaction to the charity of Christians. In addition to executions and restrictions on Christian teachers, he encouraged Romans to give out of a sense of secular pride, instead of Christian love.

4. *Who was Basil of Caesarea? How did his work provide for the material needs of those where he lived?*

Basil of Caesarea was a devoted minister and bishop to Caesarea. He regularly called for alms and shared his skills in training the poor (esp. thieves and prostitutes). He opened one of earliest hospitals for lepers, which included hospice and shelter for the poor.

Finally, he opposed guild in Caesarea which sold aborted fetuses for cosmetic creams and personally tore down exposure walls.

5. *What faiths did Theodosius make illegal? How was this a departure from Christianity's view of freedom of religion?*

Theodosius outlawed all pagan worship contrary to Christianity. This was a departure from the common belief of freedom of religion. Christians believed they should destroy error not by force and violence but through persuasion, instruction, and love.

6. *How did the Council of Constantinople address the doctrine of the Trinity? How were Basil's terms of ousia and hypostasis used to define the Trinity?*

The Council of Constantinople agreed that God is triune, with the formula of 1 ousia (substance) and 3 hypostasis (persons).

7. *What did Alaric do to Rome in 410 A.D.? Why did he do this?*

In 410, Alaric marched Rome for the third time, captured many, and pillaged. Alaric ordered that the churches be left alone. He said the sanctuary should be respected, but not honored.

8. *Who was Jerome of Bethlehem? What did he translate?*

Jerome of Bethlehem was an early theologian and scholar. He translated the Bible into Latin from Greek and Hebrew.

9. *What did the councils of Ephesus and Chalcedon declare about both the humanity and divinity of Jesus?*

The councils of Ephesus and Chalcedon both recognized that Christ is fully God and fully man.

10. *Who was Attila the Hun? How did he threaten Rome?*

Attila was king of the Huns who already controlled lands from the Balkans to the Caucasus Mountains. He led massive invasions into Greece, Germany, Gaul, and Italy. The Italian invasion occurred after his victory over the barbarian tribes at the Catalaunian Fields. There were no major armies to oppose his advance to Rome and cities that resisted his conquest were destroyed.

11. *Who was Leo the Great? How did he defend Rome?*

Leo the Great twice defended Rome from barbarian invasions and when the emperor fled. He convinced Attila the Hun to forgo the conquest of Rome and persuaded the Vandals to content themselves with pillaging rather than the destruction of Rome and the killing of its inhabitants.

12. *How did Rome fall in 475 A.D.?*

The last Roman emperor in the West, Romulus Augustus, was toppled by the German commander, Odoacer.

LESSON 7

Only the Lover Sings: Augustine of Hippo

LECTURE 7.1

Read St. Ambrose of Milan on the role of the psalms and his hymn “O Splendor of God’s Glory Bright” by St. Ambrose of Milan. How does Ambrose praise the singing of the Psalms? Then, find a recorded version of this song and sing along!

SAMPLE ANSWER

St. Ambrose of Milan praises the Psalms and quotes them directly, saying that a song of praise is good and a “blessing on the lips of the people.” He expresses that it gives voice and wisdom to the most extreme emotions as he states, “It is the voice of complete assent, the joy of freedom, a cry of happiness, the echo of gladness. It soothes the temper, distracts from care, lightens the burden of sorrow. It is a source of security at night, a lesson in wisdom by day. It is a shield when we are afraid, a celebration of holiness, a vision of serenity, a promise of peace and harmony.” He also writes that the psalms have many purposes; there are songs for both pleasure and learning and the psalms stir up desire for God’s love. The reader may revel in God’s revelation, beauty, gifts, and goodness. Additionally, the reader learns to avoid sin and repents. Finally, St. Ambrose of Milan believes that the psalms echo the music of heaven and give expression to virtues as he writes “What is a psalm but a musical instrument to give expression to all the virtues?”

LECTURE 7.2

Read an excerpt of Confessions by Augustine. How does Augustine describe the supernatural nature of his conversion?

SAMPLE ANSWER

In *Confessions*, Augustine tells his own extraordinary conversion story beginning in humility and accompanied by misery and tears. He was recommended for solitude and flung himself underneath a fig tree to weep. As he wept under the tree, he suddenly heard the voice of a child telling him to read over and over. He rose, feeling the command was from heaven, and turned to the first chapter he saw. This led Augustine to accidentally stumble across the Gospel in Paul’s letter to the Romans. He was so struck by these verses that he was converted.

LECTURE 7.3

Read “The Great Prayer” by Augustine. How does Augustine praise God’s sovereignty? How does he admit the fallenness of man? What does he ask God for in that fallen state?

SAMPLE ANSWER

Augustine attributes every action on earth to God’s sovereignty in “The Great Prayer.” He explores the facets of nature such as the stars in their course, the sun and moon’s rule, the stability of seasons, and more. Over all these things, God is sovereign. Through the changing of space and time, God is in control. In this worship, Augustine is in a humble state. He admits the weakness of man. He cries out to the “God of life,” praying that there are days that feel empty and pointless. These beautiful

lines cry out to God and ask that he fill us with new life.

LECTURE 7.4

Read an excerpt of Augustine's Confessions.

What does Augustine seek to understand in this prayer? How does Augustine stand in awe of who God is?

SAMPLE ANSWER

In this prayer, Augustine asks that God help him to understand what to do first: “to call on You, or to praise You; and likewise to know You, or to call on You.” Augustine wants to know if he should seek worship or understanding first. In these chapters, he is fully in awe of God’s character. In chapter 2, he praises God for dwelling within him. Augustine delights in God’s nature to encompass and fill all of heaven and earth in chapter 3. In chapter 4, he praises the supremacy of God’s virtue. Finally, in chapter 5, he humbly asks to rest in God. In *Confessions*, Augustine humbly stands before God in praise of who He is.

LECTURE 7.5 | READING

In place of an exam, read the following excerpt from City of God by Augustine. How does Augustine describe the differences between the City of Man and the City of God?

SAMPLE ANSWER

Augustine contrasts the City of God with the City of Man in this work. He writes that since the beginning of the human race, it has been split into two parts: those who live according to man, and those who live according to God. These communities also have contrasting fates;

one will reign eternally with God, and the other will suffer eternal punishment. In the city of man, families seek the earthly advantages of life, while those of the city of God seek gifts of the Spirit. The city of man is divisive and hateful, but the heavenly city “calls citizens out of all nations, and gathers together a society of pilgrims of all languages.” Also, the city of man only has temporal peace, while “the heavenly city possesses this peace by faith; and by this faith it lives righteously when it refers to the attainment of that peace every good action towards God and man.”

LESSON 8

The Long Defeat: Byzantium

LECTURE 8.1

Read “To My Old House” by John Mauropus of Euchaita. How does the poet both appreciate the things of this world, but also recognize their temporary nature?

SAMPLE ANSWER

John Mauropus writes “To My Old House” as a fond farewell to his home. Mauropus appreciates the beloved house that brought him up as a “second mother” and gave him a “holy childhood.” He looks upon it with tender memories; though this makes him sorrowful, he casts his cares upon the Lord: “Such pangs as break mine heart, beloved eaves! / But God’s word conquers all.” John Mauropus of Euchaita enjoys the gifts

that God has brought into his life, such as this house, and recognizes that they are only temporary. He appreciated the things of this world, but knows that God's word conquers all.

LECTURE 8.2

Read Titles I-III of Corpus Juris Civilis. How does Justinian view the purpose of the law and the freedom of individuals?

SAMPLE ANSWER

Justinian establishes the purpose of the law in this passage, which is, "to live honestly, not to injure another, and to give to each one that which belongs to him." He is interested in pursuing justice, which he defines as the constant and perpetual desire to grant people the rights to which they are entitled. Justinian sets apart Natural Law, Civil Law, the Law of Nations, and Our Law then he is concerned with the rights of persons, writing that freedom is a natural right of all people, unless prevented by force or law.

LECTURE 8.3

Read Procopius and Paul the Silentiary. How do these writers describe the magnificence of the Hagia Sophia?

SAMPLE ANSWER

The Hagia Sophia, now a historical landmark, has been magnificent since its creation. According to Procopius, the emperor collected the most skilled workmen from every land and built it without regard to cost. Upon completion, it is "distinguished by indescribable beauty, excelling both in its size, and in the harmony of its measures, having no part excessive and

none deficient; being more magnificent than ordinary buildings." This church is unimaginably stunning and the architecture—from the arches to the spherical shaped dome—is serene and is described to be full of sunlight. Procopius writes that it was so beautiful that "No one ever became weary of this spectacle." Paul the Silentiary particularly writes a magnifying description of the design. The "great helmet" of the dome stretches to the heavens, embracing the church. The highest part displays a cross, "the protector of the city." On the inside, every wall glitters with wondrous designs. Paul the Silentiary writes that the space of this church fills the mind with joy and "shows the way to the living God."

LECTURE 8.4

Visit the Metropolitan Museum of Art's exhibition of Byzantine artifacts. Write your observations on at least three artworks from the exhibit.

SAMPLE ANSWER

Student answers will vary based on the artwork, but should include a description of the work with specific observations on the medium and subject.

LECTURE 8.5 | ▲ EXAM #8

1. *How is Byzantium often derided?*

Byzantium is often derided as "overly complicated" or "bureaucratic." The modern term byzantine indicates a labyrinth of regulations or rules that are not really necessary.

2. *What are the main contributions of Byzantium to Christian culture?*

Byzantium had a significant impact on Christian culture. It held Christendom's borders against the barbarians, Persians, and Muslims for over 1,000 years. It also cultivated a vibrant church life and was responsible for the conversion of many people groups.

3. *How did Byzantium face a "long defeat?"*

Its "long defeat" was a steady decline in the empire. Tolkien writes that as a Christian, all of history is a long defeat with samples of the final victory. He means that this world is not our final home. Though the Byzantine empire declined, the faith of Byzantium survived.

4. *Who was Justinian? How did his character change?*

Justinian was the ruler of Byzantium. He sought unity in the state and church and his character was affected by the death of his uncle and the influence of his wife, Theodora.

5. *Who was Theodora? How did she help Justinian rule Byzantium?*

Theodora was the wife of ruler Justinian. She had a throne next to his and they both ruled Byzantium, making decisions together. Her presence shaped his character since he respected her advice.

6. *What was the Corpus Juris Civilis? Name some of its positive characteristics.*

When Justinian ascended the throne, and

desperately sought answers to legal and theological matters. He produced the Corpus Juris Civilis which served as the basis for modern European law.

7. *What did Justinian and his general Belisarius reconquer?*

Together, Justinian and Belisarius reconquered Africa, the Balkans, Gaul, and Italy.

8. *What made the Hagia Sophia a magnificent church? How did it use light and space?*

The Byzantine church Hagia Sophia was a great accomplishment in architecture. It used an open space to create a beautiful, light-filled area for worship. The large door, high ceiling, and many windows created a bright, magnificent church.

9. *What outside forces continually attacked Byzantium after the death of Justinian?*

After Justinian, the Lombards, Slavs, Avars, and Persians destroyed parts of the empire. Byzantium was constantly raided by Muslims.

10. *What were icons? How were they properly used? How were they abused?*

Icons are artistic, visual depictions of holy things. Properly done, icons sought to reflect the image of God in paintings and mosaics. At their worst, they were confused with household gods and idols.

11. *Who were Cyril and Methodius? How did they bring the Gospel to the Slavic peoples?*

Cyril and Methodius were brothers from Thessalonike. They brought the Gospel to the Slavs through the translation of sacred texts.

12. *How did the mission of Cyril, Methodius and their disciples positively affect the faith and language of the Slavic peoples?*

The mission of these saints created an impactful legacy. They brought the Gospel to the Slavic people by using their education to translate the Psalms, gospels, and liturgy into Slavic. This required the creation of a Slavic alphabet of 40 letters, which formed the basis for Church Slavonic. They borrowed Greek words to enable them to translate biblical texts in their own language—which was opposed by some Western missionaries. Their legacy included a complete translation of the entire Bible, liturgies, and canon law. Cyrillic was a simplified version of their earlier creation, and formed the basis of the Bulgarian, Russian, Ukrainian, and Serbian alphabets.

LESSON 9

There is No God but Allah: Islam

LECTURE 9.1

Read the following passage from the Koran. How does this passage show the chief differences between Islam and Christianity regarding Jesus and his role in history?

SAMPLE ANSWER

The *Koran* tells a story similar to Christianity's account of Christ, but with key differences.

Christians believe that Jesus is the incarnate son of God. The Scriptures say he is fully God and fully man. Islam teaches that Jesus is a man. The *Koran* says that God sees Jesus as he sees Adam: "Truly, the likeness of Jesus, in God's sight, is as Adam's likeness; He created him of dust, then said He unto him, 'Be', and he was. The truth is of God; be not of the doubters." Christianity recognizes Christ as God who came to take on the sins of the world. To Islam, Jesus was simply a man who came to unite people around The Book.

LECTURE 9.2

Read the following selection from the Hadith, or collected writing from the prophet Mohammed. How does this passage show Mohammed as the final and most important prophet of Allah? How does he supersede Jesus, according to this passage?

SAMPLE ANSWER

In this passage, Mohammed is taken into the presence of God. He is seated on the throne and given a steady vision of the Almighty. Mohammed sees himself in this vision as the fulfillment of the Scriptures, as the final prophet. Allah says to him, "I am sending you as a prophet to the white folk of the earth and the black folk and the red folk, to jinn and to men thereon, though never before you have I sent a prophet to the whole of them." Mohammed takes the place of Christ who is the final prophet and true fulfillment of all Scripture.

LECTURE 9.3

Read the following passages. How is the struggle or jihad praised in them?

SAMPLE ANSWER

In these passages, it is clear that struggle (or jihad) is valued. Suffering is seen as a glorious opportunity to display virtue. The Sura says, "But those who struggle in Our cause, / surely We shall guide them in Our ways; / and God is with the good-doers." Mohammad relates a similar idea in his passage. He says that fighting for religion is better than the world and everything in it.

LECTURE 9.4

View "The Nature of Islamic Art" exhibit at the Metropolitan Museum of Art. Write your observations on at least three artworks from the exhibit.

SAMPLE ANSWER

Student answers may vary based on the artwork, and must include a description of the work with specific observations on the medium and subject.

LECTURE 9.5 | ▲ EXAM #9

1. *Who is Allah, according to Islam?*

Mohammad taught that Allah was the One True God, First and Last, Creator, Enduring and Eternal.

2. *How are Allah and Islam different from Christianity?*

Though there is one Almighty deity in both Islam and Christianity, there are key differences. Student answers may vary, but must include some of these points:

- Allah lacks immanence
- Islam lacks a Triune God
- Islam lacks a divine Christ
- Islam lacks original sin
- Islam lacks the incarnation
- Islam lacks substitution, atonement, justification, and redemption

3. *What is the importance of the Ka'aba in Meca?*

Ka'aba, meaning cube, was a sacred shape to the Arabs. It is seen as a chief ancestor to the Muslims and the fulfillment of Scripture.

4. *According to Mohammed, how did he receive the Koran?*

Mohammed claimed to receive the entire text of the Koran in heaven. He said that it was revealed to him section by section.

5. *What is the Mijra, which allegedly took place in Jerusalem?*

Mijra was Mohammed's unique ascent into heaven. He was transported by a winged horse.

6. *How did Mohammed establish the first Islamic community in Medina? What was his view of women?*

Mohammed pioneered Medina, "city of the prophet," as the first Islamic community. He invited many to live with him in his

homes and built the first mosque. He gave his followers the name “Muslims” and gave them an ethic to follow. Though women are given care in the Islamic community, they are seen as helpless objects of pleasure.

7. *How did Mohammed’s Islamic community treat his critics, the Jews and the Meccans?*

The Islamic community dealt harshly with their critics, such as the Jews and the Meccans. Mohammed marched against the Jews, giving them a choice of Islam or death. He also led a pilgrimage to Mecca and circled the city, yelling, “There is no God but Allah.”

8. *How do the Five Pillars show righteousness achieved by works?*

The Five Pillars were five duties to be followed to enter paradise, displaying that righteousness is earned by works. The men who obey the pillars and women who please their husbands enter the seventh sphere of heaven.

9. *What is jihad? What is its importance in Islamic history?*

Jihad means ‘struggling.’ In Islamic history, people have believed it requires suffering and struggle to acquire religion. This struggle is praised by Mohammed and the Surah.

10. *How did Islam expand under Mohammed’s successors?*

Mohammad’s successors expanded Islam through jihad. They were given the name caliph, an Arabic word for ruler. They also had armies and leaders known for discipline

and fanatical dedication, who often fought for food.

11. *Briefly describe the characteristics of Islamic art and architecture.*

Islamic architecture was built by Byzantine architects, so it upholds a Byzantine style, including mosaics and Koranic inscriptions. Islamic art avoided any religious iconography, and forbade depictions of God or creatures in art. Therefore, the art typically depicted geometric shapes or plants and flowers.

12. *Name at least two contributions of Islamic science.*

Student answers may vary, but can include at least two of the following contributions: advances in physics, anatomy, trigonometry, algebra, astronomy, pharmaceuticals, and more.

LESSON 10

The Ways of the Father: Prophets & Kings

LECTURE 10.1

Read “St. Patrick’s Breastplate” by Cecil Frances Alexander. How does this hymn serve as a creedal statement of both doctrine and hope?

SAMPLE ANSWER

Cecil Frances Alexander relates essential doctrines in this hymn as a statement of personal

hope. He binds himself to the Trinity and reminds himself of the works of Christ, his incarnation, baptism, and death. He also binds himself to the glory of creation, and the power of God's sovereignty. The fifth stanza is a beautiful repetition of Christ's name and reminders of how he is omnipresent, or all around us. Altogether, this hymn is a beautiful message of hope through the essential doctrines of Christianity.

LECTURE 10.2

Read the following two narratives. How do both of these passages lay the foundation for the historical life and legend of King Arthur?

SAMPLE ANSWER

These two passages narrate how the Britons took heart and grew in virtue by God's strength. Arthur, the military commander at the time, led the nation in battle. He carried the image of the virgin Mary and won through the power of Christ. This provides a strong foundation for the legendary reign of King Arthur.

LECTURE 10.3

Read excerpts of St. Patrick's Confession. How does St. Patrick show his understanding of his mission and his faith required to complete such a mission?

SAMPLE ANSWER

These excerpts from St. Patrick's *Confession* reveal his heart for God and his commitment to his mission. He describes a time when he was with his family, and they asked for him not to leave because of the great tribulations he endured. At that moment, he had a vision of peo-

ple crying out for his help. He followed their cry, and continued his mission. This mission is fueled by calls in Scripture, such as "Follow me and I will make you fishers of men" and "Go therefore and make disciples of all nations." He follows this teaching in faith to spread the Gospel. St. Patrick does this in humility: "Behold now I commend my soul to God who is most faithful and for whom I perform my mission in obscurity, but he is no respecter of persons and he chose me for this service that I might be one of the least of his ministers."

LECTURE 10.4

Read "Boat Song" and "Caedmon's Hymn." How do these poems show the adventurous faith of the Irish?

SAMPLE ANSWER

These two poems show the spirited Irish to be courageous in life and faith. They press on, unafraid of the dangerous sea. Facing the storm, the Irish call upon men to remember Christ: "The Source of Good and Being, the Highest Power, / Offers the warrior and gives the victor prizes. / Let your souls, men, remembering Christ, cry *heia!*" The language of the Irish is as bold as their faith.

LECTURE 10.5 | ▲ EXAM #10

1. *Who were the Celts? What characteristics were they known for?*

The Celts were a fascinating Irish society. They were known for horsemanship, chariot skills, poetry, and astronomy, along with their great faith.

2. *Who was Boudicca? How did she challenge the Roman rule of Britain?*

Boudicca was the ruler of the Iceni tribe. She personally challenged the Roman rule of Britain by uniting the oppressed tribes. She also led an uprising in boldness and courage.

3. *What are some of the accounts given for how Christianity first came to Britain?*

Christianity organically spread through the movements of Christians in the Roman empire. The great figures of Simon the Zealot, King Bran, and Joseph of Arimathea played a central role in spreading the faith to Britain.

4. *Why did the Romans leave Britain? What tribes invaded Britain during this time?*

The Romans left Britain because they were overthrown. The Picts, Scots, Saxons, Angles, and Jutes invaded Britain at this time.

5. *Who was the historical Arthur? Why are the legends of Arthur so popular?*

The historical Arthur was likely a Roman Briton who united the people of Britain against the Saxons. He was ordained by heaven and mentored by Merlin, a redeemed magus (magician). He pledged to drive out pagan religious figures, rebuild churches, and rescue the lost. He also tested the character of his knights. His legends are popular because he is an ideal British king and a Christ figure.

6. *Who was Patrick? How did he first come to Ireland, and how did he escape?*

Patrick was the son of a deacon and became the leader of Christian communities in Ireland. At age 16, he was kidnapped and taken from Britain to Ireland, and was a shepherd slave for six years there. He then heard a voice telling him that his labors were rewarded, and to go home, so he walked 200 miles to a ship to escape.

7. *Why did Patrick return to Ireland? What did he accomplish there?*

Patrick returned to Ireland after the death of Paladius to minister to the people. There, he lived faithfully on mission for God. He would preach the gospel to landowners, and build churches on their donated lands. He baptized many. He converted Druids and warriors, and his ministry led to a decrease in tribal wars, murder, and slavery. Later, he founded a monastery and published his written works.

8. *Who was Columba? What did he establish at Iona?*

Columba was a Scottish missionary. He came to Iona and established a monastery and church as a base for missions.

9. *Who was Augustine of Canterbury? What did he accomplish among the Angles and Saxons?*

Augustine was commissioned as a missionary to the Angles and Saxons by Gregory the Great. He established the first Canterbury Cathedral, influenced the king and laws of Kent, and oversaw the growth of the church in both Kent and Essex, leading to 12 bishoprics and the first St. Paul's in London.

10. *Who was Aidan? What did he establish at Lindisfarne?*

Aidan was an Irish monk sent to establish monasteries among the Anglo-Saxon people. His ministry there produced a center for education and preservation.

11. *What was decided by the council of Whitby?*

The Council of Whitby decided to side with the Roman Christian traditions and date of Easter against the practices of Celtic Christians at Iona.

12. *What did the Venerable Bede write? What did he contribute to the English church?*

The Venerable Bede wrote a notable sixty-eight books in service to the church. He wrote commentaries, poetry, astronomy, math, philosophy, grammar, lives of martyrs, hymns, carpentry, cooking, and more.

SAMPLE ANSWER

St. Benedict provides clear, wise instructions for living the godly life in “The Tools For Good Works.” He takes commands from Scripture and elaborates on them, making them easy to follow in daily living. After repeating the Biblical command to love God with your whole heart and deny yourself in order to follow Christ, he expands what that looks like in the Christian life: “Your way of acting should be different from the world’s way; the love of Christ must come before all else. You are not to act in anger or nurse a grudge. Rid your heart of all deceit. Never give: hollow greeting of peace or turn away when someone needs your love. Bind yourself to no oath lest it prove false, but speak the truth with heart and tongue.” Here, St. Benedict is strictly focused on helping believers to live the godly lives to which they are called. There is an important remark near the end of the passage to never lose hope in God’s mercy for our failings. Overall, St. Benedict gives a wise guide for godly life.

LESSON 11

The Holy Roman Empire: Benedict & Monasticism, Gregory the Great & Worship, Charlemagne & Education

LECTURE 11.1

Read “The Tools For Good Works” by St. Benedict. How does Benedict in this passage provide a guide for the godly life?

LECTURE 11.2

Listen to “Deum verum.” [Any of the many recordings available online will suffice.] How does this piece communicate some of the characteristics of Gregorian chant?

SAMPLE ANSWER

Student answers may vary, but must include a description of the song with specific observations on the Gregorian style.

LECTURE 11.3

Read the Letter to Boniface. What advice is Boniface given to convert the peoples he was ministering to?

SAMPLE ANSWER

The Anglo-Saxon missionaries in Germany wrote a letter to encourage Boniface as he continued his mission for God. They remind him of the fruit of his labor and their affection for him. They proceed to suggest that Boniface not argue with native people about false origins and ways of their false gods, but rather provide an example of the truth of Christianity: “The heathens are frequently to be reminded of the supremacy of the Christian world and of the fact that they who still cling to outworn beliefs are in a very small minority.” Boniface is encouraged to combat falsehood by clinging to the glorious truth of Christianity.

LECTURE 11.4

Read the following selection. How does this passage show noble characteristics of Charlemagne?

SAMPLE ANSWER

This life of Charlemagne observes the behavior, tendencies, and personality of Charlemagne, giving a clear picture of his character. He was modest, self controlled, and dedicated. He lived a humble lifestyle with lofty speech and was a gifted communicator in his native language as well as many others. Charlemagne cherished education as a noble value for both girls and boys and was an involved father and faithful believer.

LECTURE 11.5 | READING

Instead of an exam, read the following letters of Charlemagne. How do they letters of Charlemagne show his concern for the education of his people and their pursuit of wisdom?

SAMPLE ANSWER

These selections of letters from Charlemagne give a glimpse into his intense concern for education. He writes that Christians should be zealous in teaching and learning, “so that those who desire to please God by living rightly should not neglect to please him also by speaking correctly. For it is written, ‘Either from thy words thou shalt be justified, or from thy words thou shalt be condemned.’” Charlemagne believes that because knowledge precedes action, it is important for students to know what is right so that they may do what is right. He encourages them to approach education earnestly and humbly in reverence to God. He believes that the study of letters helps all believers to understand the Scriptures better. Charlemagne was passionate in his instruction for other believers to pursue knowledge and wisdom.

LESSON 12

The Ballad of the White Horse: The Norse and Alfred the Great

LECTURE 12.1

Read “Odin’s Reward.” How does the mission of Odin display the Norse value of wisdom?

SAMPLE ANSWER

“Odin’s Reward” chronicles the mission of Odin, the central god in Norse mythology, as he journeys to seek wisdom. At the start, Odin “The Allfather” surveys his kingdom and realizes he does not have the wisdom he needs to rule the world. He then embarks on an important quest to find the wisdom he seeks. The sacrifices he makes, traveling dangerously and going so far as to lose his eye, shows how vital it is to gain wisdom.

LECTURE 12.2

Read the following selection from Norse wisdom literature. How do these proverbs show both a love for wisdom and home?

SAMPLE ANSWER

In this Norse proverb, the strong values of wisdom and home are prevalent. These lines advise man to tread carefully and give generously. Norse proverbs praise the man who keeps his wits, and detail how wisdom is of high value. Along with wisdom, love of home is evident. It

is exhausting and dangerous to “wander wide,” but as the proverb states, “all is easy at home.” The proverb also clearly praises humility, advising the Norse not to take stock in the opinions of others. Rather, wisdom is better than wealth, and it gives refuge in grief.

LECTURE 12.3

Read the following account of the ravages of the Northmen in Frankland. How does this account paint a picture of the destruction caused by the Norse?

SAMPLE ANSWER

Here, the Norse fleet came armed and prepared with an enormous fleet. The Norse viking leader, Siegfried, issued violent threats towards the bishop of Paris. The Norse, or the Northmen, began their destruction the next day. This passage paints a portrait of their siege of Paris with details of their demolition. They ravaged the city, “On every side arrows sped and blood flowed.” The city “shook with the struggle,” people running, bells jangling, and warriors rushing. Ultimately, the Northmen took Paris in a destructive siege.

LECTURE 12.4

Read the following letter from Alfred the Great to Bishop Waerferth. According to this letter, what is Alfred attempting to recover?

SAMPLE ANSWER

Alfred the Great recalls a time when works of wisdom and great literature were translated into languages all people could understand. He seeks to recover that in his own kingdom with the help of Bishop Waerferth. Alfred the Great wants his

kingdom to be free through knowledge, stating, “It seems well to me, if ye think so, for us also to translate the books most needful for all men to know into the speech which all men know, and, as we are well able if we have peace, to make all the youth in England of free men.”

LECTURE 12.5 | ▲ EXAM #12

1. *What is the value of legends?*

The value of legends, according to G.K. Chesterton in this week’s principle, is to “mix up the centuries while persevering the sentiment.” He saw legends as a way to “telescope history” to see the ages as a splendid story.

2. *According to Chesterton’s “Ballad of the White Horse,” how did Alfred fight for Christian civilization against heathen nihilism?*

In Chesterton’s “Ballad of the White Horse,” Alfred boldly carries the cross of Rome to fight for Christian faith. In the dark age of nihilism, Alfred fought for the Christian civilization with the light of the resurrection.

3. *According to the Norse, how was the earth created? Where did the first men come from? How were the nine realms connected?*

The Norse creation myth is a story of all things coming out of a void. There were twelve rivers slowly flowing into life, then freezing into layers. When a cow licked the salty ice, the first man and his wife appeared. In Norse mythology, there are nine realms connected by a great ash tree.

4. *Who is Odin and what is Valhalla?*

Odin is the creator of man and Asgard in Norse mythology. He rules from Valhalla, his enormous dwelling place.

5. *How does Ragnarok show the Norse belief that this world is temporary, and also that there is life beyond this world?*

Ragnarok is the Norse myth of the fall of mankind, or the fall of all realms. Odin, in search for wisdom, learns of his own future death. In this vision, there is a glance of hope. This myth shows that the Norse recognize the truth that this world is temporary, and that this world is not all there is.

6. *How did the Norse praise self-sufficiency?*

The Norse valued self-sufficiency as evident through the Viking Code. The Vikings were known to say “I believe in my own strength.”

7. *Describe the Norse raids upon Western Europe, such as the attacks on Anglo-Saxon monasteries, Paris, and Hamburg? How did these attacks threaten Western Christendom?*

The many Norse raids caused massive destruction. They allowed the Norse to take over Western Europe, stealing valuables, selling monks as slaves, and attacking and pillaging monasteries. These raids were a threat to Christendom because the religious monuments were easy targets. They “destroyed the churches and monasteries with fire and sword.”

8. *How did Alfred the Great become king of Wessex? What was his first victory over the Danes?*

Alfred the Great succeeded the throne of Wessex after the death of Aethelred. His first victory over the Danes was in 877 A.D. when he falsely promised to depart but seized Exeter instead, slaughtering citizens and sinking ships.

9. *How was Alfred the Great driven from his throne by the Danes? What did he learn in exile? (Consider the story of the cakes.)*

Alfred the Great was driven from his throne when the Danes attacked and broke the army in 878 A.D. He was often distracted by rage in exile. In one tale, he let cakes burn in the oven because he imagined them as burning Danish ships. He received advice to focus on the present moment.

10. *How did Alfred secure peace with the Danes and a lasting protection of the Anglo-Saxon kingdoms?*

When Alfred heard news of a Danish loss, he gathered the locals and led a worship service. He then led those troops into battle, defeating the Danes. They made peace that day, protecting the kingdoms.

11. *What is the legacy of Alfred the Great with respect to education?*

Alfred the Great created a lasting legacy on education. An eighth of the revenue was spent on education, filling the kingdom with wisdom. He established a palace school, brought in scholars, and commanded men to read to him. He also gathered the songs of the people and taught them to

his children and court singers. His influence led to the creation of the oldest Anglo-Saxon Chronicle. Additionally, he established a school of art at Athelney.

12. *Why was it challenging to convert the Norse to Christianity? How did Christianity change them?*

Norse culture was not easy to convert to Christianity. The Norse expressed verbal assent without taking any action at first. Gospel transformation made a dramatic change from self-sufficiency to the recognition of an individual's need of a personal Savior. This brought out the best in Norse strength and courage.

LESSON 13

Medieval Covenants: Feudalism and the Norman Conquest

LECTURE 13.1

Read the following letter from a bishop to a duke. How does this letter show the covenantal obligations of lord and vassal?

SAMPLE ANSWER

This letter displays the intentional covenant between a lord or landowner, and his vassal, the one who dwells on his land in exchange for defense and work. This was not a cold, obligatory contract, but one filled with mutual respect. In their covenant of fealty, they strive for an agree-

ment which is “harmless, safe, honorable, useful, easy, [and] practicable.”

LECTURE 13.2

Read the following dialogue between a master and his disciple. How does this paint a lively picture of the peasants’ work?

SAMPLE ANSWER

In this dialogue, a master asks a plowman, shepherd, oxherd, and fisherman to describe their work. The plowman speaks of his work in a lively manner, describing driving the cattle to the field with joy in all seasons, even winter. He jokes that the boy who drives his oxen complains and shouts about the cold in winter. The fisherman concisely describes the way he catches and sells fish. He even calls himself a coward for not being willing to catch whales. This dialogue paints a lively, human picture of these workers.

LECTURE 13.3

Read the following poem (or a part of it). How does this epic show the fatalism of the Saxons as they lose to the Danes?

SAMPLE ANSWER

“The Battle of Maldon” gives a fatalistic glimpse into the Saxons’ perspective as they lose to the Danes. The reader can sense the tension and determination of Byrhtnoth as he marshaled his men and gave instructions. He gives them a speech on how they denied an offer for peace instead of destruction. The warriors pressed on, sworn to defend for as long as they could. The tone of the poem shifts as the Danes enter and take control. It reads, “So savagely a full-blood-

ed blow / That a fated warrior fell lifeless at his feet.” It describes the warriors as doomed until their final moments. Byrhtnoth “no longer stood firmly on his feet,” but raised his eyes to heaven in surrender.

LECTURE 13.4

Read the following historical account. How does William of Malmesbury show the customs of the Saxons and Normans, as well as details on the day of battle?

SAMPLE ANSWER

Through his description of leaders preparing for battle, William of Malmesbury makes evident the culture of the Saxons and Normans. On the night before the battle, the English passed the night drinking and singing. Meanwhile, the Normans spent the evening confessing their sins and receiving communion. William of Malmesbury also masterfully gives the details of battle in narrative. He eloquently describes character, tactic, and emotion through descriptions of the battle.

LECTURE 13.5 | ▲ EXAM #13

1. *What did land provide for medieval life?*

Land provided a practical way of life for medieval culture. It provided work, calling, stability, community, and gratitude.

2. *Define the terms feudalism and noblesse oblige.*

Feudalism is a system based on trustworthiness between a lord and his vassal. Noblesse oblige was an obligation of the lord to rule with honor, virtue, and nobility.

3. *What was the relationship between a vassal and his lord? What obligations did they have towards each other?*

There was an oath or covenant between a lord and his vassal. The vassal swore to go to war with his men in defense of his lord, provide financial aids from estate, and serve as a peer/juror in court. The lord swore to protect his vassal in life, avenge his death, judge between fellow vassals, and reward services through provender. The vassal was taken in and provided for by the lord's house or chasement, and was given land or housing. The lord was forbidden from insulting the vassal or seducing his wife or daughter.

4. *How did the role of slave transform into the role of serf in feudalism?*

With the rise of Christendom, slavery died out among Christians naturally. The role of slave transformed into that of serf in feudalism. The serf was tied to certain property.

5. *What was the relationship between a serf or peasant and his lord? What obligations did they have towards each other?*

In return for the services of the serf, the lord gave him land to live on, resources to use, and payments. He took care of the serf even in sickness and old age. On feast days, he opened up his gates to the poor. The serfs farmed the land or took care of the property. They could not leave by law, but it also could not be taken from them. The lord was not an exploiter of the peasant, but rather ensured his welfare and proper function. The peasants looked up to him with admiration and affection.

6. *How did Aethelred the Unready lose England to the Danes?*

Aethelred the Unready faced a Danish invasion soon after he was made a leader. He made many mistakes: he attempted to pay off the Danes, he placed the English army in the wrong place, and allowed the Danes to cross over into English lands.

7. *Who was Canute? How did he govern England? How does the story of Canute and the waves show his character?*

Canute was a ruthless statesman who frequently murdered political rivals. Even so, he gave peace, and disbanded the Great Army. He governed England justly, keeping the law diligently, and he also accepted Christianity and built churches. He was shrewd and, at times, could be proud or ruthless. There is a famous story of Canute commanding the waves to cease under his command, which he did to teach his fawning advisers a lesson about the limits of human power over the natural world.

8. *Who was Edward the Confessor? Of what character was he? How did he promise the throne of England to both William and Harold?*

Edward the Confessor was the son of Aethelred the Unready and brother to Alfred the Great. He ascended the throne of England. He was compliant, quiet, and pious. Edward promised the throne to William of Normandy, though he recommended it to Harold upon his death.

9. *Who was William of Normandy? What threats did he face as duke?*

William of Normandy (or William the Bastard) was the son of Duke Robert. As duke, a plot formed against him. He was to be killed while hunting.

10. *Who was Harold Godwinson? What promise did he give William of Normandy?*

Harold Godwinson was the son of Godwin. Edward recommended Harold to the throne upon his death. He took the throne, though he had sworn a solemn oath to William that he would not.

11. *What occurred at the Battle of Hastings in 1066 A.D.? Who won this conflict?*

The Battle of Hastings was the official military face-off between William and Harold. William conquered and the Normans overtook the land.

12. *What kind of king was William the Conqueror? What was the purpose of his Domesday Book?*

After a long and dramatic ascent to the throne, William the Conqueror was a stern and intentional ruler. He compiled his Domesday Book in order to control the country and gather money. Though he was a strict and violent man, he ensured security and justice in England.

LESSON 14

Deus Vult: *The First Crusade*

LECTURE 14.1

Read *Laisses 161-166* from *The Song of Roland*. How does this poem display the roles of faith and courage in the medieval knight?

SAMPLE ANSWER

The Song of Roland, translated by Dorothy Sayers, demonstrates a knight filled with hope on the basis of his faith. He seeks to rescue his friends whom he loved so well, without pursuing his self-interest. He embarks on this journey with courage and the help and prayers of the Bishop. To the end, Roland pursues his mission with courage and faith, and in his final moments, he prays that God gives him a place in paradise.

LECTURE 14.2

Read the following historical account. What ordeals did these German pilgrims face in order to see the Holy Land?

SAMPLE ANSWER

In “The Great German Pilgrimage,” it is clear that these people faced a multitude of obstacles in order to see the Holy Land. Many German pilgrims sought out to go to Jerusalem to worship the sepulcher of the Lord. This diverse group of rich and poor, possibly exceeding 12,000, were met by dangers from thieves and brigades. One of the leaders wrote to those at

home, “we have truly passed through fire and water.” At one point, they did not know where to turn because they heard that the upcoming area had bloodthirsty tribes. They decided to put all of their hope in the Lord and press on. Some of the pilgrims died, but the rest fled. The remaining, “though handicapped by hunger, thirst, and lack of sleep, were fighting for their salvation and their lives.” On Easter Sunday, a truce was finally called, and the pilgrims arrived at their destination. It reads:

One cannot describe with words the fountain of tears which as shed there, the number and purity of the prayers and consecrated hosts which were sacrificed to God, or the joyful spirit with which, after many sighs, the pilgrims now chanted: “We shall now pay reverence at his footstool.”

LECTURE 14.3

Read Pope Urban II's Speech at the Council of Clermont. What reasons does he give for going on crusade?

SAMPLE ANSWER

In this speech, Pope Urban II encourages the saints to be the salt of the earth. He calls them to the important work of keeping peace and preserving the rights of the church, and invites them to come alongside their brothers and sisters who are being attacked by the Turks and Arabs. Though it is dangerous, there is an urgent need. He asked that this be published: “everywhere and to persuade all people of whatever rank, foot-soldiers and knights, poor and rich, to carry aid promptly to those Christians and

to destroy that vile race from the lands of our friends... Christ commands it.” The Pope adds that all who die in battle will experience the remission of sins and the power of God will work through them.

LECTURE 14.4

Read “The Siege and Capture of Nicea.” How does this passage praise the combined efforts of the crusader armies and Byzantine forces? How does it refer both to the deaths of crusaders and to their conduct following the battle?

SAMPLE ANSWER

In this narration of the siege and capture of Nicea, both armies' brave and fierce efforts are highlighted. When the crusader army was assembled, no one dared to go in or out. It reads, “There all our forces were assembled in one body, and who could have counted so great an army of Christ? No one, as I think, has ever before seen so many distinguished knights or ever will again!” Their enemies, The Turks, were frightened to death, weeping and lamenting, but fought anyway. The siege resulted in many deaths, referred to in spiritual terms. The text says that “Many of our men there received martyrdom, and, glad and rejoicing, gave back their happy souls to God.” The conduct following the battle was rejoicing.

LECTURE 14.5 | ▲ EXAM #14

1. *What does the term chivalry mean? Why is chivalry necessary?*

Chivalry refers to a noble who has the means, time, and weaponry to devote him-

self to the protection of the realm. The heart and soul of chivalry is the combination of keeping oneself pure in speech and conduct and helping the weak. C.S. Lewis wrote an essay on “The Necessity of Chivalry” where he argued that chivalry promoted both meekness and power.

2. *What were some of the symbols in a knight's initiation ceremony, and what do they mean?*

Student answers may vary, but should include many of the following symbols. Prior to the ceremony, a knight is bathed, meaning to signify baptism in the church. Then, the knight is clothed in a white robe which signifies cleanliness of his mind, body, and heart. Next, the knight is covered in a scarlet cloak. This was a symbol for the knight's reliance upon the blood of Christ and for the way the knight was required to shed his own blood in the defense of others. He was also given brown stockings to symbolize the Earth as a reminder of what he protected and where he would be buried. The knight was given golden spurs meant to show his significance and symbolize the knight's conscience being pricked by laws and virtues that God requires. Then, the knight was given a double-edged sword to show how the virtues of justice and loyalty go together.

3. *What were the primary goals and motivations of the crusaders?*

The Crusades were a movement that lasted from the 11th century to the end of the 13th century. They began with a chivalric mindset of serving others, but failed. Some say the crusaders were motivated by greed or

were hypocritical, and they claimed Christian virtue but were after land and treasure. New research shows that the crusaders were independently wealthy and put their money on the line to aid their neighbors in distress. Crusading was an act of love and charity, like the action of the Good Samaritan. The crusaders believed that it was their duty to right the wrongs of the Muslim warriors who conquered Eastern Christians, taken their land, and enslaved them.

4. *Describe the issues of the 11th-century church. What was the relationship between the Latin and Greek churches? What issues, such as simony, did the Latin church face?*

There was a schism between the Eastern church of Constantinople and Western church of Rome in the 11th century. There were critiques of the Roman church from a Greek monk being spread throughout Constantinople. The Western church condemned the Eastern church, calling them an “assembly of heretics.” The Latin church faced issues of separation between church and state, simony, clerical marriage, the pattern, and other abuses of power.

5. *What issues did Christians living under Arab rule in Palestine face?*

Christians living under Arab rule were persecuted, and churches and monasteries were destroyed. They were required to wear bright yellow clothing to be easily identified, they had to pay extra taxes, and they were forbidden from learning Arabic and building any new churches.

6. *Who were the Seljuk Turks? What did they accomplish at Manzikert in A.D. 1071?*
9. *Describe the failure of either the Peasants' Crusade or the German Crusade.*

The Seljuk Turks were former Christians turned Muslim who seized the empire in the Islamic world and in Baghdad, then raided Armenia. In 1071, their army of 25,000 charged from the hills of Manzikert and fought the Byzantines. The main army of Byzantium of the Eastern Rome Empire was destroyed.

7. *What did Pope Urban II call for at Clermont in 1095 A.D.? What reasons did he give for going on crusade?*

Pope Urban II called for the bishops all over Western Europe to gather at Clermont. After dealing with church business, he addressed the peasants who attended. He encouraged them to assist their brethren in the East who needed their aid because Christ commanded it. They were begging for their help, but he promised that the people who heard this would receive treasures for conquered land and forgiveness of sins, and that Christ would be there fighting for them.

8. *How did the nobles respond to the call for crusade at Clermont?*

The nobles stood in silence at first, but then chanted in Latin, "God wills it." Various nobles took the oath and made a vow to go in crusade and take up their cross. They called themselves pilgrims and raised entire armies.

Peasants' Crusade

- The Peasants' crusade was an utter and complete disaster. The Peasant leaders conducted wholesale pillaging and indiscriminate killing of Greek Christians and Turkish Muslims. They were ambushed by the Turkish army and massacred.

German Crusade

- The Germans decided to rescue the Holy Land. For some reason, they began massacring the Jews in Germany.

10. *How did the Frankish nobles prepare for crusade? What challenges did they face as they entered Byzantium?*

The Frankish nobles had the desire to liberate the Christian lands. They needed horses, money, weapons, armor, supplies, and funds. They had to borrow enough money that was equivalent to 5-6 years of income. They took their lives in their hands. As they approached Byzantium, the army no longer had food. When they fought the Byzantine Army, roughly a quarter of them were either killed or imprisoned.

11. *Why was Antioch so difficult to conquer? How did the crusaders take the city? How were the crusaders divided after the siege?*

Antioch was the third largest city in the world, making it difficult to conquer. It had some of the most massive defenses the crusaders ever saw, with thick and tall towers equipped with catapults. It was guarded by

some 400 battle towers and an iron gate to the city. There was a massive fortress in the middle of the city. The crusaders sieged the city for eight months. They disagreed over who would command Antioch, creating divisions.

12. *What challenges did the crusaders face at Jerusalem? How did they take this city and how were civilians treated? Who governed Jerusalem after it was conquered?*

The crusaders approached Jerusalem, which was almost as well guarded as Antioch. The Christians in Jerusalem had been kicked out of the city. The crusaders could not take Jerusalem alone and had to call in ships and reinforcements from Genoa and England. The crusaders swarmed the city and massacred civilians in the streets. The first true leader of Jerusalem after it was conquered was Godfrey. He refused to accept the title of king, but preferred to be called the Defender of the Holy Sepulcher.

LESSON 15

Outremer: Crusader Kingdoms and Later Crusades

LECTURE 15.1

Read the following account by William of Tyre. How does he praise the appointment of Godfrey of Bouillon as Defender of the Holy Sepulcher? How does he praise the character of both Godfrey of Bouillon and Raymond of Toulouse?

SAMPLE ANSWER

After the Holy City had been restored, the princes and clergy gathered to decide who among them would rule over the province, with William of Tyre describing this process as deliberate. The council questioned those close to Raymond of Toulouse about his character, and they said that his only fault was he could not be drawn out of church. He was then elected as the head of the kingdom, but he only reigned for one year. William of Tyre then introduces us to Duke Godfrey of Bouillon. Godfrey is described as “a religious man, mild mannered, virtuous, and God-fearing. He was just, he avoided evil, he was trustworthy and dependable in his undertakings...His whole life was commendable and pleasing to God.”

LECTURE 15.2

Read “Apologia for the Second Crusade.” What causes does Bernard of Clairvaux give for the failure of the Second Crusade?

SAMPLE ANSWER

Bernard of Clairvaux seems to believe that the Lord is judging the world prematurely through the failure of the Second Crusade. He is not distraught by this, though. He takes pride in being a part of God's plan, stating, “If one or the other must be done, I would rather that men murmur against us than against God. It would be well for me if he designs to use me for his shield... I shall not refuse to be made ignominious, so long as God's glory is not attacked.”

LECTURE 15.3

Read “Richard the Lionheart Makes Peace with Saladin.” How does this passage show the respect Saladin had for Richard?

SAMPLE ANSWER

King Richard sought a truce as his health quickly declined. Saladin confirmed peace between the Christians and Saracens, allowing both parties to have free passage and access to the Holy Sepulcher of the Lord. Though they were on opposite sides, Saladin thought that King Richard was so “pleasant, upright, magnanimous, and excellent” that if he lost power of his land, he would rather King Richard rule it than anyone else in his kingdom. This shows the immense respect that Saladin had for Richard.

LECTURE 15.4

Read about the sack of Constantinople. How does this author condemn the crusaders who sacked Constantinople?

SAMPLE ANSWER

In his narration of the sack of Constantinople, the author thoroughly condemns the “nefarious men” responsible. He is appalled that “the divine body and blood of Christ was spilled upon the ground or thrown about.” Precious relics and reliquaries were broken and sacred spaces were destroyed. Though he follows Christ's call to pray for our enemies, the author rendered nothing more difficult than to pray for the “wrathful barbarians, vomiting forth bile at every unpleasing word.” He calls those who attempted the sack of Constantinople insane men of intemperate language.

LECTURE 15.5 | ▲ EXAM #15

1. *What does Outremer mean? What were the five crusader kingdoms?*

Outremer means “beyond the sea,” or isolated, far from home. It was the name given to the crusader kingdoms. The five crusader kingdoms include the County of Edessa, the Principality of Armenian Cilicia, Antioch, the County of Tripoli, and the kingdom of Jerusalem.

2. *What positive things did the crusaders accomplish in their kingdoms? Consider the treatment of Muslims and Jews, the building of churches, and the establishment of hospitals.*

The Crusaders sometimes had little tolerance for Muslims and Jews, but the kingdom of Tire is a shining example of inclu-

sion. Muslims and Christians were allowed to worship side by side, Jews and Muslims freely traded with one another, and the Crusaders often used both Jewish and Muslim doctors. The Crusaders were adamant about starting churches and hospitals.

3. *Describe the purpose and role of either the Knights Templar or the Knights Hospitaller.*

Knights Templar

- The Knights Templar became the police for the kingdom of Jerusalem, fighting and pitching battles wherever needed. They took the vow of poverty, celibacy and oath of obedience to the church. Their duty was to protect the Temple Mount, Church of the Holy Sepulcher. They called themselves “warrior monks” whose jobs were war.

Knights Hospitaller

- The Knights of the Hospital of Saint John cared for the sick pilgrims, who called themselves the “serfs” or servants of the poor in Christ. They took vows of poverty and established numerous hospitals to care for all sick citizens. These knights were best known for founding St. John’s hospital.

4. *Why was the Second Crusade called? What was its objective? Who led it, and what kind of confidence did they bring?*

Bernard of Clairvaux began preaching for the Second Crusade, saying that God is calling for the help of the knights in order to reclaim God’s land. The Holy Roman Emperor Conrad the Third led it.

5. *How did the Second Crusade fail?*

The Second Crusade began to fail when Conrad’s army was ambushed by the Turks. There was a disagreement between the two leaders, Conrad and the Prince of Antioch. The Crusaders could not get along internally, leading to failure in their crusade, and there was no continuity of leadership or unity.

6. *Who was Nur ed-Din? How did he make the fight against crusaders an Islamic jihad?*

Nur ed-Din was the ruler of Syria. He was serious about his role as a jihad warrior, and believed that Allah had personally saved him for this purpose. He took this idea into his pilgrimage against the Crusaders, and established his own house of justice in Damascus where he would rule with Islamic law.

7. *How did the drama created by Reynauld of Chatillon, Guy of Lusignan, and Sibylla of Jerusalem weaken the kingdom of Jerusalem?*

Reynauld of Chatillon was reckless, impulsive, cruel, and politically tone deaf. Guy of Lusignan had defied his Lord, Richard the Lionheart, and married Sibylla, the queen of Jerusalem. All the entanglement and messiness weakened the kingdom of Jerusalem.

8. *What occurred at the Horns of Hattin? What city fell because of this crusader loss?*

At the Horns of Hattin, the Crusader army was captured by Saladin’s forces. The city of Jerusalem fell.

9. *Describe the characters of Richard the Lionheart and Saladin.*

Richard the Lionheart: Richard the Lionheart was a curious character who was tall, blond, and strong. He was known for his boldness in battle and beautiful poetry, and was a powerful and selfless leader. Saladin: Saladin was a vengeful yet honest leader. Despite his fierceness for jihad, he was a man of his word and a model of chivalry among Islam.

10. *What did the Third Crusade under Richard and Philip accomplish? What did they fail to retake?*

The Third Crusade failed to retake Jerusalem, but succeeded in bringing the crusader kingdoms together.

11. *How was the Fourth Crusade a failure in crusading goals and in moral action?*

The Fourth Crusade was a failure and disaster. The Crusaders were plagued with cruel violence, sexual immorality, greed, and were failures in their mission and their faith.

12. *Briefly describe and evaluate one of the later crusades.*

Student answers may vary, but should include a description of one of the crusades from the final lecture. The Fifth Crusade, People's Crusade, Sixth Crusade, Crusade of Frederick, or Seventh Crusade are acceptable.

LESSON 16

In Search of the Unknown God: Greek Stories & Early History

LECTURE 16.1

Read the following selection from Summa Theologica by Thomas Aquinas. How does he connect beauty, goodness, and love?

SAMPLE ANSWER

Thomas Aquinas offers essential views on beauty, goodness, and love in Summa Theologica. He writes that love is a kind of appetite, and that love's object is its cause. He also writes that the proper object of love is "the good." Thomas Aquinas equates the beautiful with the good, saying that they differ in aspect only. He writes, "good is what all seek, the notion of good is that which calms the desire; while the notion of the beautiful is that which calms the desire, by being seen or known." Therefore, what is beautiful is understood by the senses, usually sight and sound, and beauty adds to the way one perceives goodness.

LECTURE 16.2

View “The Cloisters” exhibit at the Metropolitan Museum of Art. Write your observations on at least three artworks from the exhibit.

SAMPLE ANSWER

Student answers may vary based on the artwork, and must include a description of the work with specific observations on the medium and subject.

LECTURE 16.3

Read the following historical account. How does this selection show the establishment of self-government based upon free elections and written charters in the town of Ipswich?

SAMPLE ANSWER

This account shows the autonomy of the town of Ipswich as it holds free elections and written charters. They gather in the churchyard of St. Mary at Tower to elect two bailiffs and four coroners for the town as they unanimously elected four men—John Fitz Norman, William de Beaumes, Philip de Porta, and Roger Lew—as coroners. This whole narrative shows incredible unity and vision in the town of Ipswich as it self-governs.

LECTURE 16.4

Take the virtual tour of Notre-Dame Cathedral. Write and/or draw your observations of the cathedral.

SAMPLE ANSWER

Student answers may vary based on the portion of the cathedral consulted. They must include a description of the work with specific observations on the medium and subject.

LECTURE 16.5 | READING

Instead of an exam, read “Canticle of the Sun” by Francis of Assisi. How does he praise the Creator and His creation?

SAMPLE ANSWER

In “Canticle of the Sun,” Francis of Assisi gives “all praise, all honor, and blessing” to God. This selection is filled with worship for the Creator and His creation. He praises the moon and stars as sisters and the wind and air as brothers. It is interesting that he sees creation as brothers and sisters with us, as we were all created by our Father God. He declares that the beauty of creation brings glory to God, its creator.

LESSON 17

Wonder & Delight: Medieval Education, the Scholastics and Dante

LECTURE 17.1

Read the following introduction to The Principles of Music. How does Boethius connect musical harmony with the harmony of the universe and personal character?

SAMPLE ANSWER

Boethius claims that experiencing things through the senses is inseparable from the human experience. Furthermore, of the five senses, hearing may be the most essential. Through hearing, we can judge essential things and find pleasure when modes are pleasing and ordered.

Musical harmony, according to the text, is also associated with morality. He writes, "For nothing is more characteristic of human nature than to be soothed by pleasant modes or disturbed by their opposites." Music transcends all differences in human upbringing and experience, and no one is excluded from its beauty. Boethius also quotes Plato as saying "the soul of the universe was joined together according to musical concord." When we hear harmony, according to Boethius, we recognize something human.

LECTURE 17.2

Read "On Experimental Science." What reasons does Roger Bacon list for experimental science?

SAMPLE ANSWER

Roger Bacon claims that knowledge can be acquired either through reason or experiment, and here, he has chosen experiment. Through experiments, one can find certainty in results, and fact is believed through experience. He gives the example of a man who believes that fire burns in comparison with a man who has been burned, and states that sometimes "argument is not enough, but experience is." Roger Bacon describes the experimenter as one who seeks out tangible answers to his observations in nature; "Experimental science is also that which alone, as the mistress of the speculative sciences, can discover magnificent truths in the fields of the other sciences, to which these other sciences can in no way attain."

LECTURE 17.3

Read Proslogion. How does Anselm prepare his mind for contemplating God's existence? How does he demonstrate the necessity of God's existence?

SAMPLE ANSWER

Anselm prepares his mind for contemplating God by removing from it worldly occupations and "tumultuous thoughts." He gives his mind over to God to rest in Him, and calls out, "Come on then, my Lord God, teach my heart where and how to seek you, where and how to find you." In this spirit of humility, he relies on the revelation of God to begin contemplating his existence. Further, he demonstrates the necessity of God's existence by writing that man was made to be in communion with a Holy God, and that we need Him. Lastly, he demonstrates that God must exist because we have the capacity to think about Him.

LECTURE 17.4

Read the following selection from Summa Theologica by Thomas Aquinas. How does he logically argue for God's existence?

SAMPLE ANSWER

In *Summa Theologica*, Thomas Aquinas uses logic to demonstrate the existence of God. First, he reasons that God's existence is self-evident. He quotes John of Damascus who says, "The knowledge of God's existence is naturally implanted in all things." He argues that once we understand the meaning of the word "God," we know he exists. Further, Aquinas believes that no one can oppose what is self-evident. Sec-

ond, he proceeds to explain that it is an article of faith, not something demonstrable. Because of the mystery of his nature, God cannot be demonstrated by things made. If he is demonstrable, it is similar to cause and effect. We know that there was a creator because of creation, but we cannot get to know his character through creation alone. Third, he says that God's existence is proved in five ways: motion, causality, necessity, gradations, and governance. It is clear that Aquinas makes many logical arguments for the existence of God.

LECTURE 17.5 | READING

Instead of an exam, read the final canto from Dante's The Divine Comedy. How does he praise God in this canto? How does Dante revel in the music of the spheres and God's act of love?

SAMPLE ANSWER

In the final canto from *The Divine Comedy*, Dante praises God for his glory, purpose, and love. Specifically, he describes the mystery of the Incarnation as God "The Creator to create Himself His creature." The almighty Creator comes down in human form as "a living spring of hope." According to Dante, God is filled with grace, aid, mercy, munificence, and salvation; so much so, that Dante's soul burns with all his prayers. He uses the three spheres to revel in the beauty of God's love. Upon encountering the spheres, he says, "My will and my desire were turned by love / The love that moves the sun and the other stars."

LESSON 18

Just Rule and a Braveheart: Plantagenets, Common Law and the Scots

LECTURE 18.1

Read the following selection. How do these laws of Henry II establish the system of trial by jury, circuit judges, and writs such as warrants and subpoenas?

SAMPLE ANSWER

Through the "Assize of Clarendon," King Henry II establishes the common systems of trial by jury, circuit judges, and writs. He thoroughly outlines the law system in 22 clauses, which proscribe trials for those "published as being a robber, or murderer, or thief, or a receiver of them." He codified the Common Law, establishing circuit judges, 12-man juries, and procedures for how cases were tried. Clause 19 sets the precedent for the accused to appear under pledge before the justice when summoned. The entirety of this selection displays Henry's desire to make justice a priority in his realm.

LECTURE 18.2

Read the following historical document. How does the Magna Carta further establish a just legal system under the Common Law?

SAMPLE ANSWER

The famous *Magna Carta* set the precedent for a just legal system under Common Law. It estab-

lishes “inviolable” liberties under the Church of England, and protects citizens from undue taxes, guarantees judgment by one’s peers, institutes general councils, and organizes courts. The *Magna Carta* outlines just fines that are proportional to the offense. Overall, this influential document set the standard for rights under Common Law.

LECTURE 18.3

Read the following selections. How do these three summonses show the diversity of governance in Parliament?

SAMPLE ANSWER

The King summons a bishop because the latter has some “interest especially” in an affair with the king of France. The King likewise summons a baron and other town representatives for consultation against approaching threats. Parliament is not dealing with one particular group of people, but appealing to the leaders of various spheres of influence in the land. Each of these people whom the King and Parliament summon will bring a different perspective to the needs of the kingdom, requiring Parliament to lead with an understanding of the diversity of those whom they represent.

LECTURE 18.4

Read the Declaration of Arbroath. How do the Scots make their case to the pope for independence from England?

SAMPLE ANSWER

The Scots begin by appealing to the fact that they have been ruled by an unbroken line of

113 Scottish kings. Then they mention that it was due to the missionary efforts of the Apostle Andrew that the Scots were converted in the first place. They argue that previous popes recognized this fact and strengthened the kingdom of the Scots. They express fealty to Robert the Bruce and independence of English rule. Finally, they close by saying they would be able to participate in the defense of the Holy Land if they were left in peace by the English.

LECTURE 18.5 | ▲ EXAM #18

1. *What is the Christian view of just war theory according to Augustine and Aquinas?*

Augustine and Aquinas developed the *Bel-lum Justum* or Just War Theory, which has several features; it must be done by proper authority (state as the wielder of the literal sword, not the church), damage inflicted by aggressor must be grave, lasting, certain (the cause must be severe), all other means of preventing such aggression must be exhausted (violence is the last option), must be serious prospect of success (violence must not be pointless), and use of force must not exceed violence used by aggressor (violence must be checked).

2. *Who was Henry II? How did he further the Common Law through judges, writs and trial by jury?*

Henry II was the king of England, known for administering proper justice in every region. He and his chancellor Thomas Becket worked hard to further the Common Law. He prosecuted unjust taxation and increased economic prosperity. He additionally codi-

fied the Common Law, establishing circuit judges, 12-man juries, and setting procedures for how cases were tried. His legacy was continuing the Common Law of the old Saxon system of shires and folk-motes while strengthening it with the codifying of law and justice.

3. *What was the conflict between Henry II and Thomas Becket? How did this conflict end?*

Though they initially worked closely together, Henry II and his chancellor Thomas Becket had conflict. They fought over whether or not the king could punish and expel clergy who committed crimes. Henry issued the Constitution of Clarendon in 1164, declaring that priests accused of crimes against the state must be punished by the state. Becket refused this and went into exile. The king was furious at Becket, and he was distraught, publicly repenting of his anger. His knights falsely took action and murdered Becket.

4. *Why was Richard the Lionheart loved by his people? What were his positive and negative character traits?*

Richard the Lionheart was beloved for his positive traits of undaunted courage and power in a fight. His negative traits were his sins, passions, temper, lusts, and pride.

5. *Why was John Lackland unloved by his people? Describe his character.*

John Lackland shared many of Richard the Lionheart's vices, but not many of his virtues. John was frequently drunk, given to gluttony, had expensive jewelry, ignored

pleas for mercy, was a sexual predator, taxed his people extensively, and was altogether a foolish man.

6. *What was the Magna Carta and what did it accomplish?*

The *Magna Carta* was the Great Charter of England and accomplished freedom, liberty, and justice under the law. It established that no citizen can be held prisoner and have his property taken or be exiled or otherwise punished unless he is tried by his own peers and found guilty. It was reissued over 30 times throughout the following two centuries.

7. *How did the power of Parliament grow and become more diverse under Henry III?*

Henry III entrusted the Parliament with decision making, giving them more power. The Parliament was inclusive of knights for the first time, diversifying their council.

8. *Who was Edward I? How did he exercise justice as a king? How was he tyrannical toward the Welsh and the Scots?*

Edward I, king of England, was the temperamental yet just ruler. He exercised justice by increasing circuit judges to address the rise in crime. He was well versed in the law and kept it with diligence. He was strict against the Welsh, destroying their towns and people, acting too tyrannical.

9. *How did Edward I take over Scotland?*

Edward I signed a wedding treaty with Scotland, then claimed lordship, slowly creeping his way in. He used the common law

of England to overrule decisions of Scottish judges, and he acted as the king of Scotland.

10. *Who was William Wallace? How did he lead a rebellion against the unjust takeover of Scotland by the English?*

William Wallace was a leader who stood up to the tyrannical takeover of Edward I. He led a rebellion and used guerilla warfare to ambush and attack England.

11. *Who was Robert the Bruce? How did he secure Scottish independence through his leadership as a commander and a statesman?*

Robert the Bruce was king of the Scots, and he led his people towards independence against England. He was a strong leader, making all of his nobles swear that they would subdue England or die trying. The Scots rallied around Bruce, made confession to Bishop Wishart before his men, and received absolution, swearing an oath to defend the liberty of the Scottish church.

12. *What is the significance of the Arbroath Declaration of 1320? How does it highly value freedom?*

The Arbroath Declaration of 1320 is Scotland's declaration of freedom. The document asks the church to recognize Scotland's independence and acknowledges Robert the Bruce as the country's lawful king. It states that the Scots nobles would never be subjected to English rule and will continue their fight to keep their freedom.

LESSON 19

The Fracturing of Christendom I: Invasions, Wars and Plagues

LECTURE 19.1

Read the following selection from Richard Hakluyt's account of his voyages. How does he describe the warrior spirit of the Mongols?

SAMPLE ANSWER

Richard Hakluyt encountered the warrior spirit of the Mongols on his voyages. In his account, he describes them as "above all men, covetous, hasty, deceitful." Hakluyt calls them merciless, exercising cruelty against any rebels. He describes them as hardy, strong, lean, pale-faced, rough-shouldered, sharp-chinned, possessing long teeth, black eyes, and a terrible countenance. He writes that they ride fast on their horses and fight constantly with javelins. He states that the Mongols "all persist in their purpose of subduing the whole world under their own subjection."

LECTURE 19.2

Read the following selection. How does Froissart show the chivalric ideal in this account of the Battle of Crecy?

SAMPLE ANSWER

Froissart makes several references to the chivalric ideal in this selection. The English and

French conduct their battle amid exhaustion, thunderstorms, and lack of resources, yet the battle continued. After the French crossbowman and English archers exchange volleys, Froissart notes that “also among the Englishmen there were certain rascals that...slew and murdered many as they lay on the ground, both earls, barons, knights, and squires, whereof the king of England was after displeased, for he had rather they had been taken prisoners.” Froissart also relays how the valiant bodyguard of the king rallies around him in the press of battle. Finally, the king encourages his son to “win his spurs” in the battle.

LECTURE 19.3

Read Boccaccio’s introduction to his great poem. How does he describe both the effects and the spreading of the Black Death? How does he attribute the Black Death to God’s judgment?

SAMPLE ANSWER

In Boccaccio’s introduction to *The Decameron*, he describes the effects of the Black Death. He writes that in Florence, all attempts to prevent the plague failed. Many precautions were undertaken with no success. Boccaccio describes the disgusting bodily effects of this plague stating, “tumors in the groin or the armpits, some of which grew as large as a common apple, others as an egg... soon began to propagate and spread itself in all directions indifferently; after which the form of the malady began to change, black spots or livid making their appearance in many cases on the arm or the thigh or elsewhere, now few and large, then minute and numerous.” As it spread along the body, this was

a clear sign the patient was approaching death. This was almost always within three days after the onset of symptoms. He writes that it spread rapidly, from person to person, animal to person, and could even be contracted from a dead body. Boccaccio diagnosed that no medicine was as effective as one: flight. Men, women, and children fled their homes and jobs, deserting the city, kinsfolk, goods, and entering into voluntary exile. He attributes the Black Plague to God’s judgment: “As if God in visiting men with this pestilence in requital of their iniquities would not pursue them with His wrath wherever they might be, but intended the destruction of such alone as remained within the circuit of the walls of the city; or deeming perchance, that it was now time for all to flee from it, and that its last hour was come.”

LECTURE 19.4

Read the following selection. How does this chronicler side with the king against the peasants?

SAMPLE ANSWER

In this chronicle of The Great Revolt of 1381, the historian curiously takes the king’s side against the peasants. The king had made a proclamation that all the commons of the country who were in London should gather. When the king arrived, the people arranged themselves for battle. Wat Tyler, on behalf of the common people, approached the king with a dagger and made demands. The author of the chronicle calls Tyler a wretch, and describes the king mercifully pardoning the followers of Tyler and executing justice on the people who had treated him terribly.

LECTURE 19.5 | READING

Instead of an exam, read and compare the first stanza of the Prologue to Chaucer's Canterbury Tales, one in Middle English and one translated into modern English by Nevill Coghill. How does this passage convey the beauty of spring and the desire for pilgrimage?

SAMPLE ANSWER

Upon reading both introductions to *The Canterbury Tales*, one in modern English and one in middle English, it is clear why this piece is regarded as one of the greatest literary works of all time. It is best read aloud, especially in middle English, and it is beautiful. It conveys the birth of spring between April and March—using mythical and astronomical terms—when warmth increases and the flowers awaken. It also depicts the longing for pilgrimages as the weather permits. The people “seek the holy blissful martyr” Thomas Becket.

LESSON 20

The Fracturing of Christendom II: The End of the Middle Ages

LECTURE 20.1

Read the following excerpt. How does Shakespeare memorialize the courage of Henry V? How is this different from reality?

SAMPLE ANSWER

In the play *Henry V*, Shakespeare memorializes the courage of the great king through a section

known as the “St. Crispin’s Day Speech.” King Henry inspires the troops about to go into battle on St. Crispin’s day by promising their remembrance. “Old men forget: yet all shall be forgot, / But he’ll remember with advantages / What feats he did that day... This story shall the good man teach his son... From this day to the ending of the world, / But we in it shall be remember’d; / We few, we happy few, we band of brothers.” This uplifting speech calls out bravery in the king’s men and the promise that their deeds will live forever in the hearts of future generations.

LECTURE 20.2

Read the following letter. How does Joan of Arc appeal to justice and her divine mission in this letter?

SAMPLE ANSWER

In this letter, Joan of Arc appeals to the King of England. She calls him to remember his duty to the King of Heaven, to whom he is responsible for his royal actions. Following this, she pleads for him to return the keys of the cities he has seized. She writes, “If you do not do these things, I am the commander of the military; and in whatever place I shall find your men in France, I will make them flee the country, whether they wish to or not; and if they will not obey, the Maid will have them all killed.” Joan of Arc forcefully, yet gracefully, appeals for justice and will have her way.

LECTURE 20.3

Read the following selection. How do these authors show the trauma—both physical and spiritual—in the fall of Constantinople?

SAMPLE ANSWER

When the great city of Constantinople fell, its citizens fell too. These authors depict the widespread violence and degradation that played out as the city collapsed. The horrific Turkish invasion was a massacre, leading to the slaughter of tens of thousands of people. The Turks ignored pleas for peace and continued with their invasion, ransacking the city and desecrating holy places.

LECTURE 20.4

Read “The Ballad of Bosworth Field.” How does this ballad show the tragedy of Richard III and the triumph of Henry IV?

SAMPLE ANSWER

“The Ballad of Bosworth Field,” written by an anonymous poet, traces the tragedy and triumph of two monarchs, Richard III and Henry IV. King Richard, outnumbered and outmanned, fell in the battle. He had decided that his final act as king would be to charge his enemy. Meanwhile, Henry, a bold knight, rose victorious with “crown of gold that was bright.”

LECTURE 20.5 | ▲ EXAM #20

1. *For what reason was the 100 Years War fought by the English?*

The 100 Years War was fought by the English because France became divided be-

tween the Burgundians, supporters of John, and the Armagnacs. When John returned to Paris to justify the murder of his cousin, the Armagnacs then besieged Paris. John turned to England under Henry IV, promised territory and money, and they lifted the siege together. The English were paid to leave; however, a new king was crowned after the death of Henry Bolingbroke. The Burgundians and Armagnacs then offered Henry V land for armies, he increased their offers, and he fully reopened the 100 Years War.

2. *How did the English wage war against the French? How did they attack French civilians?*

When Henry V returned to conquer Normandy, his troops massacred the civilians of Caen and numerous other cities, hanging the gunners who surrendered at one town for the fact that they hit his royal tent.

3. *Of what character was Henry V?*

Henry V loved theology and sacred music, persecuted the followers of John Wycliffe, and saw himself as a warrior king. He had once survived being a hostage in Richard II's court and played the fool while his father was king, allegedly pursuing tennis.

4. *What occurred at the Battle of Agincourt? How was this a remarkable victory for the English?*

The English defeated the French in just four hours as their horses were shot from underneath them, no longer being in formation due to the devastation of the English longbow. Those who survived were at a huge disadvantage from their 60 pounds of

plate armor as they fell in the mud and the English archers hit them with their mauls. This battle was remarkable because Rouen surrendered, causing Henry V to go to the cathedral and give thanks for the victory. In the end, 10,000 French died compared to a mere 300 English.

5. *Who was Joan of Arc? How did she rally the French to fight for their land?*

Joan of Arc was born in 1412, in Champagne. She was a peasant cowherd who was known for spending long hours in the chapel praying. At 17, she was called by God to drive the English out of France. She then met with the Dauphin Charles who had Joan examined by his clergy to determine if she was telling the truth on her heavenly mission. Joan then won his support, was fitted with armor, and given 4,000 men. Her army approached Orleans chanting psalms, and quickly freed the city.

6. *For what reasons was Joan of Arc executed?*

Joan of Arc was executed for many reasons including rejecting the authority of the church and wearing men's clothing. She was also charged with heresy for stating confidently that she was saved although she had never said those words directly; instead, she was trapped by being asked if she was in God's grace. Her reply was, "If I am not [in God's grace], may God put me there; and if I am, may God so keep me." They silenced her prosecutors for a moment and convicted her of heresy all the same. For that, she was burned at the stake.

7. *Who were the Ottoman Turks? What did they conquer?*

The Ottoman Turks were the people of the Ottoman Empire, established through the life and conquest of Osman, a chieftain, at the end of the 13th century. The Ottomans conquered the Balkans, Bulgaria, and Serbia.

8. *How did Byzantium come to an end in A.D. 1453? Why was the fall of Constantinople such a significant moment in the history of Christendom?*

Constantine XI led the defenses but fell in the fray when rushing to the fight. Amidst the chaos, the sultan walked to the Hagia Sophia, dedicated it to Allah and ordered his men to cover its mosaics with plaster and verses from the Koran. Byzantium came to an end in 1453 when one of the grandest cathedrals in Christendom became a mosque, and this was significant as it finished a chapter that we now call medievalism.

9. *What was the War of the Roses about? Of what character were the Lancastrians and Yorkists who waged this conflict?*

The War of the Roses, named from a scene in Shakespeare, began when Henry Bolingbroke overthrew Richard II and the two houses of Lancaster and York fought to take the throne. The Lancasters descended from John of Gaunt while the Yorkists descended from Edmund. Both houses were characterized by schemers intent upon rule, leaving the English people to suffer the consequences. Under King Henry VI there was a lack of leadership and an economic slump.

Edward, Duke of York, allied with Richard of Warwick to rule behind the throne of the young Henry. Eventually he had enough power to send Henry to the Tower of London and became King Edward IV. They later opposed one another, and Edward IV killed Warwick in battle and ruled with a winsome personality and as a shrewd businessman. He pursued wine, women, and song like few others. Upon his death, the young Edward V was tricked by his uncle Richard of Gloucester into staying at the Tower of London. Richard was known for his crooked back and ruthless takeover of the lands of his mother-in-law when she was a widow. His death in the Battle of Bosworth field against Henry Tudor ended the Plantagenet line and the rise of the house of York.

10. *Who was Johannes Gutenberg? What did he invent? How did this change the world?*

Johannes Gutenberg was a German goldsmith who created the first truly modern moveable printing press. It was an improvement on Chinese designs and was capable of printing 3600 pages in an average workday. His first printing was a papal bull of 1451, but five years later, he printed the first book, which was a Bible of 1282 double-columned pages. This changed the world because the Bible became increasingly common in most homes, and books were overall more affordable.

11. *How did William Caxton standardize the English language? What did he publish?*

William Caxton printed and published 98 books, translating many of them into English from Latin and French. He published a book on chess as well as *The Canterbury Tales*. The most famous work that was never published was an anthology from 1485, called *The Noble Histories of King Arthur*.

12. *How does Sir Thomas Malory's *Le Morte d'Arthur* show the failure and redemption of Christian heroes?*

The tales center on the ideals of King Arthur and the pursuit of an ideal kingdom on earth. It begins with adultery, and the tale is marred by angry murders and revenge killings, as well as dishonesty. This book details how chivalry cannot be perfectly achieved by fallen men who succumb to their fear, anger, and lust. The story ends with the death of Arthur through the actions of the knights and his own pride, but shows redemption through a penitent Lancelot, a Gawain that grants forgiveness before his death, and an Arthur who is taken away for a time, awaiting the final battle when Christ returns to set all right.

LESSON 21

Man the Measure I: The Renaissance

LECTURE 21.1

Read the following selection. How does Petrarch describe the desire for reading and writing poetry at the expense of regular life in Renaissance Italy?

SAMPLE ANSWER

To Petrarch, the poetic life came at a cost. In Renaissance Italy, daily life had its demands and business, but he was showered daily by “letters and poems from every corner of the land.” He is “called upon to be the universal critic of others.” Petrarch is constantly bombarded with the requests of other writers. He calls this widespread obsession with reading and writing a “plague,” which takes prominence in society above all other underlying issues. He writes that “the sick and the litigious cry in vain for help, for they are deafened by the thunder of Homer’s and Virgil’s names.”

LECTURE 21.2

Read the following poem aloud to help identify Middle English words whose spelling you do not recognize. How does Petrarch define love and wrestle with it as an emotion?

SAMPLE ANSWER

In “If no love is, O God, what fele I so?” Petrarch wrestles with the concept of love. He asks the heavens, if love does not exist, then what

does he feel? But, if it does exist, how does he understand it? Is it good or evil? Petrarch admits that it is an endless desire, “For ay thurst I, the more that ich it drynke.” He describes love as insatiable—the more he drinks, the more he thirsts. Love is the strongest of emotions. Petrarch goes so far as to question whether or not it is better to die than to feel love.

LECTURE 21.3

Read the following selection. In what way does Vasari admire Brunelleschi? How does he show Brunelleschi’s genius?

SAMPLE ANSWER

In this selection, Giorgio Vasari admires the genius of Brunelleschi. Brunelleschi was an Italian architect best known for the masterpieces he designed in Florence, such as the dome of the Duomo, and a talented painter. Vasari calls him one with “a soul of greatness and a heart of such immeasurable daring that if they do not set themselves to difficult and almost impossible things, and do not complete them to the wonder of those who behold, they have no peace in their lives.” Brunelleschi was insatiable in his pursuit of artistic greatness, a true perfectionist. Vasari gives a broad overview of his creative career from being a student to designing buildings in Rome and Florence.

LECTURE 21.4

Read the following letter. What good advice does Lorenzo de Medici give his son, who had become the youngest cardinal in church history?

SAMPLE ANSWER

In his letter of advice, Lorenzo de Medici suggests that his son express gratitude to God, and continually dwell on the idea that it is not his merits that brought him to where he is but God's favor. This is great advice for any young person. Medici warns his son that many will try to corrupt and influence him on his path, but he must oppose them with the greatest firmness. Instead, he should model his lives after virtuous, exemplary men who will influence him for the better, and not neglect practical safeguards to his virtue and industry.

LECTURE 21.5 | VIRTUAL TOUR

Instead of an exam, visit the Victoria and Albert Museum's online exhibition of Leonardo's notebooks. Explore one of the editions of the notebooks and draw at least three of his sketches.

SAMPLE ANSWER

Student answers may vary based on the notebook sections consulted, and must include three careful sketches imitating Leonardo's notebooks.

LESSON 22

Man the Measure II: The Renaissance

LECTURE 22.1

Read the following excerpt. How does Machiavelli give leadership advice? What is his ideal leader?

SAMPLE ANSWER

Machiavelli, in his work *The Prince*, gives powerful leadership advice, yet often from a worldview without Christian scruples. He writes that the ideal leader has "no other aim or thought" than the study of war, its rules, and its discipline. The conduct of a leader must be pure but is not expected to be perfect. Machiavelli writes that they must "know how to do wrong," to handle their mistakes with reverence and care. He raises the question, whether "it is better to be loved than feared or feared than loved?" Machiavelli concludes that the ideal leader should wish to be both, but it is safer to be feared. He believes that relationships earned by good favor are easily lost, while bonds formed through fear are preserved by a "dread of punishment which never fails."

LECTURE 22.2

Read the following selection by Rafael Sabatini. How does he describe the age of the Borgias?

SAMPLE ANSWER

In *The Life of Cesare Borgia*, Rafael Sabatini describes the age of the Borgias, an infamous

Italian family. He calls them neither devils nor saints, but dreadfully human. The era of the Borgias family was “a lustful, flamboyant age; an age red with blood and pale with passion at white-heat; an age of steel and velvet, of vivid color, dazzling light and impenetrable shadow; an age of swift movement, pitiless violence and high endeavor, of sharp antitheses and amazing contrasts.” The text speaks for itself—it was a colorful, eventful, extreme time to be alive. Sabatini calls it reckless, hot, passionate, and youthful. The kind of youth “that errs grievously and achieves greatly.” He calls it an age universally immoral, a reaction against the Age of Chivalry.

LECTURE 22.3

Take the virtual tour of St. Peter's Basilica. Write and/or draw your observations of the basilica.

SAMPLE ANSWER

Student observations may vary based on the portion of the basilica consulted. They must include a thoughtful description or artistic depiction.

LECTURE 22.4

Take the virtual tour of Raphael's rooms at the Vatican. Write and/or draw your observations of the rooms.

SAMPLE ANSWER

Student observations may vary based on the portion of the rooms consulted. They must include a thoughtful description or artistic depiction.

LECTURE 22.5 | VIRTUAL TOUR

Take the virtual tour of the Sistine Chapel. Write and/or draw your observations of the chapel.

SAMPLE ANSWER

Student observations may vary based on the portion of the chapel consulted. They must include a thoughtful description or artistic depiction.

LESSON 23

The Morning Stars of the Reformation: Wycliffe to Erasmus

LECTURE 23.1

Read the Twelve Conclusions of the Lollards. What problems in the church do the Lollards identify? What reforms do they propose?

SAMPLE ANSWER

The Lollards identify twelve problems in the state of the church: the priesthood, clerical celibacy, transubstantiation, exorcisms and hallowings, clerics in secular offices, prayers for the dead, pilgrimages, confession, war, female vows of continence and abortion, and wasteful use of the arts. Most of the reforms they propose deal with removing practices and objects they do not find in Scripture. For instance, the signs and rites of Roman priesthood are rejected in favor of the priesthood of all believers. Likewise, prayers should be directed towards the salvation of all men without respect to money or office, and priests should not be required to be celibate.

LECTURE 23.2

Read the following letter. What principles does Jan Hus stand by in this final declaration? What is he unwilling to deny or compromise?

SAMPLE ANSWER

In this letter, Jan Hus stands by his principles through his unwillingness to renounce any of the articles produced against him by false witnesses. He detests the false interpretation of his writings. Hus fears to offend against the truth or betray the church. He is unwilling to deny or compromise on his beliefs or declaration of Jesus Christ, but would gladly abjure any falsehood he had ever said.

LECTURE 23.3

Read the following sermon. How does Savonarola use emotion and strong language to persuade his audience to do penance?

SAMPLE ANSWER

In this sermon, Savonarola appeals to the crowd's emotions by expressing the difference between those right with God and those still in judgment. He calls his hearers repeatedly to come without delay, saying they are sinners, stubborn, and lukewarm. He uses strong language, calling them out for their wrongdoing and sins, but asks the grace of God to sweeten their hardened hearts. Savonarola dramatically invites all to penance, claiming their obedience conforms them to angelic blessedness.

LECTURE 23.4

Read the following chapters from The Imitation of Christ. What advice does Thomas à Kempis have for the Christian life? How should we view this world? How should our heart be changed by a love for Christ? How should we view ourselves?

SELECTION

In Thomas à Kempis's work *The Imitation of Christ*, he pulls out some of Jesus Christ's essential teachings from the gospel. He quotes Christ's saying "Whoever follows Me will not walk in darkness," repeats Trinitarian ideas, and highlights wisdom about vanity from Scripture. The central advice he gives for the Christian life is this: "If you want to understand Christ's words and relish them fully, you must strive to conform your entire life to His." In order to truly love God and love his word, we must become more like Christ every day.

LECTURE 23.5 | ▲ EXAM #23

1. *Why was the great reformation of Martin Luther not the beginning of reformation in the church?*

The reformation of the church did not begin with Martin Luther because of the missions of the characters that came a century and a half before him. For example, the biblical orthodoxy of Athanasius, the monastic vision of Benedict, the missions of Patrick or Cyril and Methodius, the reform of worship by Gregory the Great, the attack of simony by Gregory Hildebrand, or the return to monastic virtue by Francis and Dominic all demonstrate earlier acts of finding a new life in the often tired and worldly church. Ad-

ditionally, they exhibit an old motto of the church that says, "*ecclesia reformata, semper reformanda*," or "the church reformed, ever reforming."

2. *How did Wycliffe provide a proper separation between the church and the state?*

At this time, the pope and the seat of church authority and treasury were in Avignon, France. Wycliffe argued that the church should be armed with the Word and the state with the sword: the pope should be lord only in spiritual matters and had no business accumulating armies, territories, and wealth. Wycliffe, like Luther would do later, called upon the state to "mend" the church and take back its power over the sword of justice.

3. *What was Wycliffe's opinion regarding either confession and doing penance, or transubstantiation and communion?*

Wycliffe did not believe in requiring confession to a priest prior to communion, rocking the medieval and scholastic order of things. He stated that confession should be voluntary and before God. He also noted that such confession had become merely transactional, and was seen as a step following premeditated sin.

As for communion, he argued against the scholastic idea of transubstantiation formulated by Thomas Aquinas which explains that the essence of the bread and wine is changed in substance to Christ's body and blood, but not in physical taste and appearance. Instead, he believes that Christ was

"spiritually, truly, really, effectively" present in communion.

4. *How did Wycliffe and his Poor Preaching Priests, or Lollards, promote Bible reading and biblical literacy?*

They believed that knowing the Bible is knowing Jesus and that the Bible should be read as a literal work, stating that difficult passages should be translated by simpler ones rather than by allegory. When Wycliffe organized his group of Poor Preaching Priests, or Lollards, they preached sermons from the Bible throughout England. They took vows of poverty, were expected to live virtuous lives, and preached from Biblical knowledge.

5. *How did Jan Hus begin reforming the church in Bohemia through the use of the Czech language in worship, sermons against church corruption, and the definition of the church as "the priesthood of believers?"*

Jan Hus taught the ideas of Wycliffe from copies he had transcribed. Later, when he won promotion to the department of philosophy, he started preaching in the Bethlehem Chapel in 1402 after being ordained a priest. His preaching in Czech was powerful as he encouraged the congregation to sing hymns in their own language, preached against the selling of forgiveness, and used the definition of the church as "the priesthood of believers" through teaching the ideas of Wycliffe.

6. *For what reasons was Hus executed? How did the Czechs of Bohemia respond to Hus's execution?*

Hus was executed for declaring that a council, a pope, or even an emperor lost his authority when he persisted in sin, which was something that this council was clearly doing. Therefore, the council condemned Hus as a heretic and sentenced him to be burned at the stake. Five hundred Czechs signed a petition defending him, and remaining reformers summarized their ideas in the Four Articles of Prague. Various groups of Hus's followers stormed Prague, resisted reprisals from the pope, and engaged in utopian communities. Martin Luther recognized Hus's legacy, but the immediate aftermath of his death was often revolutionary rather than reformational.

7. *What kinds of sermons did Savonarola preach?*

Savonarola preached on denouncing the corruption of the clergy, the sins of the people, and calling his hearers to repentance. No one else preached like this in Renaissance Italy. He later preached against the idolatry of the church and its obsession with luxury and wealth.

8. *For what reasons was Savonarola executed?*

Savonarola was executed because people doubted if he spoke from God. On Palm Sunday, his opponents gathered a mob, took up arms, and stormed the monastery of San Marco. Savonarola convinced his fellow brothers to lay down their arms and surrender. They were imprisoned for two months and were tortured into confessing that they

had preached according to their own ideas and vanity. On May 23, 1498, they were led to the public square, and Savonarola and his fellow brothers were burned at the stake.

9. *Who were the Mystics? What was their advice for the Christian life?*

The Mystics were concerned with the heart of each individual as they renewed personal spirituality through withdrawing from the world. They had a monastic aim, but without the monastery or the monastic views. Their advice for the Christian life included the contemplation of God's love, and they advised for knowing God better and doing so in England through the Cloud of Unknowing.

10. *Who were the Brethren of the Common Life? What did they establish that led to the Reformation?*

The Brethren of the Common Life, like the Mystics, emphasized a change of heart in the believer and his personal relationship with God. The Brethren of the Common Life began with Gerhard Groote and a new order of a fellowship was established which included like-minded common believers who wanted to better know the Bible and the Christian life without becoming monks or nuns.

11. *How was Erasmus a humanist and scholar?*

Erasmus was a humanist because he preferred to have fewer dogmas and more freedom of opinion derived from either the reading of Scripture or the use of human reason. He had a voracious appetite

for books and attended the Brethren of the Common Life school in Deventer. He later attended the University of Paris and studied humanities, and eventually translated Latin and Greek classics.

12. How did Erasmus attempt to reform the church?

Erasmus was a critic of the church but was always a faithful son of the church. He praised Luther but distanced himself from a reformation that would divide the church. Erasmus wrote helpful works toward the Reformation and his most notable work was a revision of Jerome's Vulgate, which questioned the accuracy of John 5:7-6.

LESSON 24

Justification by Faith: The Great Reformation

LECTURE 24.1

Read Martin Luther's instructions to readers of the Gospels. What advice does Luther give on how to read and understand the Gospels?

SAMPLE ANSWER

In Martin Luther's commentary on the Gospels, he gives readers instructions on what to look for and expect. He says that there are not four gospels, but one gospel, described by many apostles. He defines the four major gospels as chronicles and narratives about Christ, "telling who he is, what He did, said, and suffered." The

Gospels are stories about Christ. Luther warns readers not to treat Christ like Moses or observe the gospels as a textbook of teachings or laws. Rather, "you should grasp Christ, His words, works, and sufferings" as an example to imitate and accept him as a gift, a present that God has given to us. He writes, "when you see or hear of Christ doing or suffering something, you do not doubt that Christ Himself with His deeds and suffering, belongs to you." This gives the reader a unique connection to the gospels through the grace of God and the Holy Spirit.

LECTURE 24.2

Read selections from the 95 Theses. How does Luther show a biblical theology of salvation, justice, and mercy in his 95 Theses?

SAMPLE ANSWER

Martin Luther is perhaps most famous for nailing this work, the 95 Theses, to the door of Castle Church in 1517. His desire and purpose were to uncover the truth of Scripture to people who were deceived by the church. In the Theses, he shows the biblical theology of salvation, justice, and mercy. He combats the widely held belief that the pope can forgive sins in numbers 5 and 6. Luther restores biblical views of justice in 40: "True contrition seeks and loves punishment, while the amplex of pardons relaxes it and causes men to hate it or at least gives occasion for them to do so." The gospel presents God's glory and grace to humankind and offers forgiveness for sin that no mortal man can provide. Martin Luther treasures the gospel above all in the 95 Theses, calling all who profess to be Christians to do the same.

LECTURE 24.3

Visit the National Gallery of Art's exhibition of works by Albrecht Dürer. Write your observations on at least three artworks from the exhibit—or sketch one.

SAMPLE ANSWER

Student answers will vary based on the artwork, but should include a description of the work with specific observations on the medium and subject.

LECTURE 24.4

Read the following sermon excerpt. What is the value of the Word according to Zwingli? How should it be understood?

SAMPLE ANSWER

According to this sermon by Zwingli, the Word is “so sure and strong that if God wills all things are done the moment that he speaks his Word.” God’s Word is sure because, with God, there is no such thing as past or future to cause it to be in error. As a result, God’s Word “must always be fulfilled.” He encourages readers to pay special attention to context in Scripture. Zwingli writes: “We must leave the Word of God its own proper nature if its sense is to be the same to all of us.”

LECTURE 24.5 | READING

Instead of an exam, read the following selection from John Calvin’s Golden Booklet of the True Christian Life. How does John Calvin view the Christian life in this current world? What opportunities does the Christian life provide?

SELECTION

In this selection, John Calvin observes that Scripture informs us about how to use earthly blessing in this life, giving believers direction for the Christian life. He observes that God gives us gifts, and those gifts cannot be wrong if we follow his purpose for them. Because God has provided abundantly for us, enjoying His gifts is an opportunity to praise Him in gratitude. Further, he teaches the beauty of divine calling to focus our present lives on what God puts before us, striving to live in grateful respect before our Maker.

LESSON 25

Towards a Proper End: Reformations and Counter-Reformations

LECTURE 25.1

Read the Act of Supremacy. What church role was given to Henry VIII? Why was this a problem? How did this role damage the monasteries and convents of England?

SAMPLE ANSWER

Upon being crowned monarch of England, Henry V became the supreme head of the

church. This Act of Supremacy outlines his physical and spiritual authority over the realm of England. It says, “all honors, dignities, pre-eminences, jurisdictions, privileges, authorities, immunities, profits, and commodities,” belong to the the king who is now the supreme head of the church. This is a problem, because granting “full power and authority” to a mortal, sinful man, is bound to corrupt the nation. It also makes the individual monasteries and convents answerable to the king on any subject.

LECTURE 25.2

Read the following selection. How does the marriage service from The Book of Common Prayer show a biblical view of marriage? How does this service still influence wedding ceremonies today?

SAMPLE ANSWER

This selection from *The Book of Common Prayer* is the clear basis for many modern marriage ceremonies, showing how influential this work was. The marriage service in the book calls upon ideas from Scripture, such as marriage “signifying unto us the mystical union that is betwixt Christ and his Church.” The marriage service is conducted after invoking God’s clear ordination of marriage in Genesis. It is performed as a covenant ceremony with the community as witnesses under the authority of a minister before almighty God. This clearly represents a biblical view of marriage, and the call-and-response style of this passage is repeated in modern wedding ceremonies.

LECTURE 25.3

Read the following spiritual exercises of Ignatius Loyola. How do these rules show a reaction to the Reformation? How are they different than the theology of the Reformation?

SAMPLE ANSWER

Among the spiritual exercises of Ignatius Loyola, there is an underlying reaction against the Reformation. He praises confession to a priest as a Holy Sacrament, something that the Reformation stood against. Further, he encourages prayers to the saints and indulgences, celibacy in the priesthood, and virginity rather than marriage. Loyola goes as far as to discourage the theology of salvation by faith and grace alone: “Although there is much truth in the assertion that no one can save himself without being predestined and without having faith and grace; we must be very cautious in the manner of speaking and communicating with others about all these things.” His framework of thinking differs from the core ideas of the Reformation.

LECTURE 25.4

Read the excerpt from a treatise on “Justification” by John Knox. What is justification, according to him?

SAMPLE ANSWER

The writings of John Knox reveal his value for justification and Scripture reading. In his treatise on justification, he calls its substance “to cleave fast unto God, by Jesus Christ, and not by our self, nor yet by our works.” Salvation is not through our own works but clinging to the righteousness of Christ; in other words, we are

justified in the perfect life of Christ if we are, in fact, in Him.

Read the selection from “A Letter of Wholesome Counsel” by John Knox. What does Knox say about the importance of regular Bible reading?

SAMPLE ANSWER

In “A Letter of Wholesome Counsel,” Knox encourages the reader to hold fast to God’s sacred and holy Word in the midst of a wicked generation. Reading the Word is an essential exercise, “without which, neither shall knowledge increase, godliness appear, nor fervency continue amongst you.” It is the beginning of life, the lantern to our feet, and the “only organ and instrument which God useth to strengthen the weak, comfort the afflicted, to reduce to mercy by repentance such as have slidden, and, finally, to preserve and keep the very life of the soul in all assaults and temptations.” Hunger for God’s Word should possess us each day. Would we weary, argues Knox, of eating and drinking each day to stay alive?

Read the following excerpts from the plays of Shakespeare. How do these monologues show the genius of Shakespeare in their range of human emotions and concerns, in their poetry and word play, and in their understanding of morality?

SAMPLE ANSWER

The selections of Shakespeare vary in subject, but each and every one is an incredible portrait of human emotions and concerns. Unlike any other writer in the English language, Shakespeare naturally wrestles with morality through the speech of his characters. The iconic phrase from Hamlet, “To be, or not to be, that is the question / Whether ‘tis nobler in the mind to suffer,” eloquently describes man’s attempt to reckon his own existence. Romeo’s monologue is a gut-wrenching depiction of young romance. The monologue from *As You Like It* neatly summarizes the progression of maturity and emotion with increasing age. Shakespeare uses poetry and wordplay throughout to address core aspects of the human experience in a way few other writers have.

LECTURE 25.5 | READING

Instead of an exam, read Queen Elizabeth’s speech to the troops at Tilbury. How does Elizabeth show leadership and inspire her army before they fight the Spanish Armada?

SAMPLE ANSWER

The great Queen Elizabeth I’s speech to the troops at Tilbury shows her graceful leadership. She inspires the army with words of encouragement and complete dedication, thus inspiring them to fight the Spanish Armada.

LESSON 26

Lex Rex: *The English Civil War and the Scots*

LECTURE 26.1

Read the following speech. How does James I reveal himself to be a tyrant?

SAMPLE ANSWER

In this speech by James I to Parliament in 1610, he reveals himself as a tyrant. He puts forward the idea that “Kings are justly called gods.” Because of this claim, he believes he should be able to do all that God does: “to create or destroy make or unmake at his pleasure, to give life or send death, to judge all and to be judged nor accountable to none; to raise low things and to make high things low at his pleasure.” James concludes therefore that no one can question his power. This is the behavior of a tyrant.

LECTURE 26.2

Read the following sermon excerpt. How does the Puritan Richard Baxter address the heart of a believer?

SAMPLE ANSWER

Richard Baxter’s “Signs of Living to Please God” addresses his biblically informed advice for the heart of a believer. He encourages believers to be mindful of their behavior: careful to understand scripture, do good, guard their hearts, and live reliant upon God.

Read the Petition of Right. What rights does Parliament tell the King are solely theirs? What are due process and habeas corpus? Why does the petition defend them?

SAMPLE ANSWER

In the Petition of Right, Parliament lays out its sole rights against those of the king. The document was written with reverence for the monarchy but to protect Parliament’s freedom to set taxes and enforce the laws. *Due process* of the law gives any citizen fair treatment before the law, while *habeas corpus* is the right to be seen by a court or judge to prevent unlawful imprisonment. This petition protects these two essential rights—something the king has not done in the past.

Read the following historical document. What do the Scots in the National Covenant pledge to do? What are their apparent motivations?

SAMPLE ANSWER

The National Covenant pledges to “with our whole heart we agree, and resolve all the days of our life constantly to adhere unto and to defend the foresaid true religion, and forbearing the practice of all innovations already introduced in the matters of the worship of God.” Their motivations are to protect their government from corruption, recover the right of true worship, and secure peace and happiness for themselves and their posterity.

LECTURE 26.3

Read the following selections. How do these passages from the Westminster Confession of Faith show a proper distinction between the church and the state? How do they defend the freedom of conscience? How do they show the purpose of government and the duties of a Christian towards government?

SAMPLE ANSWER

The *Westminster Confession of Faith* provides the framework for the distinction of church and state. It begins with a discussion on Christian liberty. Christ purchased freedom on the cross, and God has given his Word as a guide, and his children have freedom from the commands of men contrary to his Word. In chapter 23, “Of the Civil Magistrate” shows the duties of a Christian towards the government. God has ordained civil law as a proper form of authority. Therefore, Christians can accept and execute the office of a magistrate and should protect the church without giving preference to any denomination.

LECTURE 26.4

Read the following historical account. How does Macauley describe and evaluate both Cromwell and his soldiers?

SAMPLE ANSWER

In the account of the history of England, Macauley describes the somewhat worrying phenomenon of Oliver Cromwell. He was the “soul of that party” which sought to take down the historical monarchy and support the commonwealth. Macauley describes Cromwell and his soldiers as “fearing God and zealous for public

liberty,” with “a discipline more rigid than had ever before been known in England.” At the same time, Macauley is perplexed that devotions within the army were conducted without respect to rank, and that military order on the field was not abolished by a new spiritual order in the camp.

Read the following selection from Paradise Lost. What is Milton praising? What images and references does he use?

SAMPLE ANSWER

In this selection from *Paradise Lost*, John Milton uses the imagery of light to describe the glory of God. He references multiple passages in Scripture that call God or Christ the light of the world, bringing life to the dark waters and formless void.

LECTURE 26.5 | READING

Instead of an exam, read the English Bill of Rights. What abuses by the King are listed? What rights does Parliament have? What rights does the individual have?

SAMPLE ANSWER

The English Bill of Rights is the essential document for the rights and liberties of the subjects of England. It lists many abuses by the king of England, including executing laws without the consent of Parliament, raising and keeping an army without the consent of Parliament, violating freedom of election, and more. The Bill of Rights establishes Parliament as the legislative arm of government, with free elections, freedom of speech, freedom from unjust punishment, and redress of grievances for the individual.

