

DAVE RAYMOND'S  
**ANTIQUITY**

**TEACHER'S GUIDE**  
COURSE OVERVIEW AND EXAM KEY



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# HOW TO USE THIS CURRICULUM

## INTRODUCTION

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

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

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

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

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

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

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

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

## SCOPE & SEQUENCE

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

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

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

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

Antiquity | How to Use This Curriculum

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

**Antiquity | How to Use This Curriculum**

Item	Complete	Portfolio	Score
Lesson 13.1			
Lesson 13.2			
Lesson 13.3			
Lesson 13.4			
Lesson 13.5 / Exam			
Project: Deliver Theatrical Mask & Monologue			
Lesson 14.1			
Lesson 14.2			
Lesson 14.3			
Lesson 14.4			
Lesson 14.5 / Exam			
Lesson 14.6 / Project: Choose Thesis Paper Topic & Begin Research			
(See below for more details)			
Lesson 15.1			
Lesson 15.2			
Lesson 15.3			
Lesson 15.4			
Lesson 15.5 / Exam			
Lesson 16.1			
Lesson 16.2			
Lesson 16.3			
Lesson 16.4			
Lesson 16.5 / Exam			
Project: Thesis Statement Completed			

Antiquity | How to Use This Curriculum

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

**Antiquity | How to Use This Curriculum**

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

Antiquity | How to Use This Curriculum

Item	Complete	Portfolio	Score
Lesson 25.3			
Lesson 25.4			
Lesson 25.5 / Exam			
Lesson 26.1			
Lesson 26.2			
Lesson 26.3			
Lesson 26.4			
Lesson 26.5 / Exam			
Lesson 27.1			
Lesson 27.2			
Lesson 27.3			
Lesson 27.4			
Lesson 27.5 / Exam			
Project: Hour Project Complete			

# PORTFOLIO AND PROJECT GUIDE

## ANTIQUITY PORTFOLIO

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

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

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

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

## CREATION WEEK PROJECT

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

Students are to carefully read and reread the account of the creation week, taking notes about its events, order, and significance. Students must then choose a medium in which to represent or imitate the 7 days of creation.

Mediums may vary greatly. For example, a student could choose to make 7 paintings, drawings, or watercolors that individually represent each day. Or a student could write 7 individual poems or a longer work that details and praises each day of creation. Additionally, a student could create a model of the 7 days, illustrate a children's book of the 7 days, design and write a story based on the themes of the 7 days, create a musical composition illustrating the 7 days, complete a scrapbook, make a photography collage, write a speech based upon the themes of the 7 days, etc.

This project should be completed by the end of the 7th lesson. Projects are graded first and foremost on the student's accuracy in knowing and recreating the order and themes/details of each day of creation. Secondly, projects are graded on quality, craftsmanship, diligence, and ambition. These projects should be done well and be presented in permanent materials (i.e. ink instead of pencil, art paper instead of

notebook/computer paper, etc). Thirdly, students are graded on their ability to present and explain their project and how it represents or imitates each day of creation specifically. Finally, students are graded on their presentation skills.

## **THEATRICAL MASK AND MONOLOGUE PROJECT**

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

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

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

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

## **RESEARCH AND THESIS PAPER**

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

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

Papers should be between 3-10 pages based upon grade level and ability. Students should select a number of sources sufficient to cover their chosen topic. Papers must contain a bibliography, should be written in MLA format, and should average at least one citation (quote or reference) per paragraph.

## Antiquity | Portfolio and Project Guide

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

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

Possible topics include but are not limited to:

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

- *Plato, Aristotle, and Paul*
- *Roman Government and the United States Founding Period*

## THE HOUR PROJECT

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

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

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

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

## Antiquity I Portfolio and Project Guide

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

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



# GRADING GUIDE

## ON EXAMS

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

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

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

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

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

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

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

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

## ON THE READINGS

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

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

## ON PORTFOLIOS

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

**Portfolio Grade**

**1<sup>st</sup> Quarter**

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

\_\_\_\_ out of 10 points

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

\_\_\_\_ out of 10 points

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

\_\_\_\_ out of 10 points

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

\_\_\_\_ out of 10 points

**ON PROJECTS**

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

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

## Creation Week Project Grading Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

### Project

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

\_\_\_\_\_ out of 20 points

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

\_\_\_\_\_ out of 20 points

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

\_\_\_\_\_ out of 20 points

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

\_\_\_\_\_ out of 20 points

### Presentation

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

\_\_\_\_\_ out of 5 points

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

\_\_\_\_\_ out of 5 points

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

\_\_\_\_\_ out of 5 points

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

\_\_\_\_\_ out of 10 points

**Theatrical Mask and Monologue Project Grading Sheet**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Project**

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

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

**Monologue**

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

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

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

**Presentation**

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

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

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

## Thesis Paper Project Grading Sheet

Name \_\_\_\_\_

Topic \_\_\_\_\_

Date \_\_\_\_\_

### Research & Topic

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

\_\_\_\_\_ out of 20

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

\_\_\_\_\_ out of 20

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

\_\_\_\_\_ out of 15

### Grammar & Format

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

\_\_\_\_\_ out of 5

**Format:** How well has the student followed MLA format?

\_\_\_\_\_ out of 5

### Logic & Rhetoric of Argument

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

\_\_\_\_\_ out of 10

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

\_\_\_\_\_ out of 10

### Paper Presentation

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

\_\_\_\_\_ out of 5 points

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

\_\_\_\_\_ out of 5 points

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

\_\_\_\_\_ out of 5 points

**Hour Project**

**Grading Sheet**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Project**

**Hour Requirement:** Has the student met the required number of hours?  
\_\_\_\_\_ out of 20 points

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

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

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

**Work Ethic:** How industrious is the project? How ambitious is the project?  
\_\_\_\_\_ out of 15 points

**Presentation**

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

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

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

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



## SUGGESTED LITERATURE TITLES FOR ANTIQUITY

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

*Literary Introductions to the Books of the Bible* by Leland Ryken

*Genesis*

*Paradise Lost* by John Milton

*Leviticus & Hebrews*

*I & II Samuel*

*Ruth*

*Proverbs & Ecclesiastes*

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

*Tales of Ancient Egypt* by Roger Lancelyn Greene

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

*The Analects*, translated by D.C. Lau

*Classical Gods and Heroes*, translated by Rhoda A. Hendricks

*The Odyssey* by Homer, translated by Robert Fagles

*Oedipus Rex* by Sophocles, translated by Robert Fagles

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

*Till We Have Faces* by C.S. Lewis

*Julius Caesar* by William Shakespeare (Oxford School Shakespeare Edition)

*The Aeneid*, translated by Sarah Ruden

*On the Incarnation* by Athanasius

*The Man Born to Be King* by Dorothy Sayers

*The Everlasting Man* by G.K. Chesterton



# EXAM ANSWER KEY

## Lesson 1

### Lecture 1.5—Portfolio Assignment

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

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

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

### Lecture 1.5—Exam #1

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

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

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

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

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

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

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

## Lesson 2

### Lecture 2.5—Exam #2

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

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

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

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

Justice, goodness, wisdom, love, wrath.

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

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

1. Heavens are the focus, not earth or the rest of creation.
2. Matter is eternal, and will outlast god/the gods.
3. Man is created to serve the gods, rather than created for worship.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Lesson 3

### Lecture 3.5—Exam #3

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

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

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

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

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

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

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

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