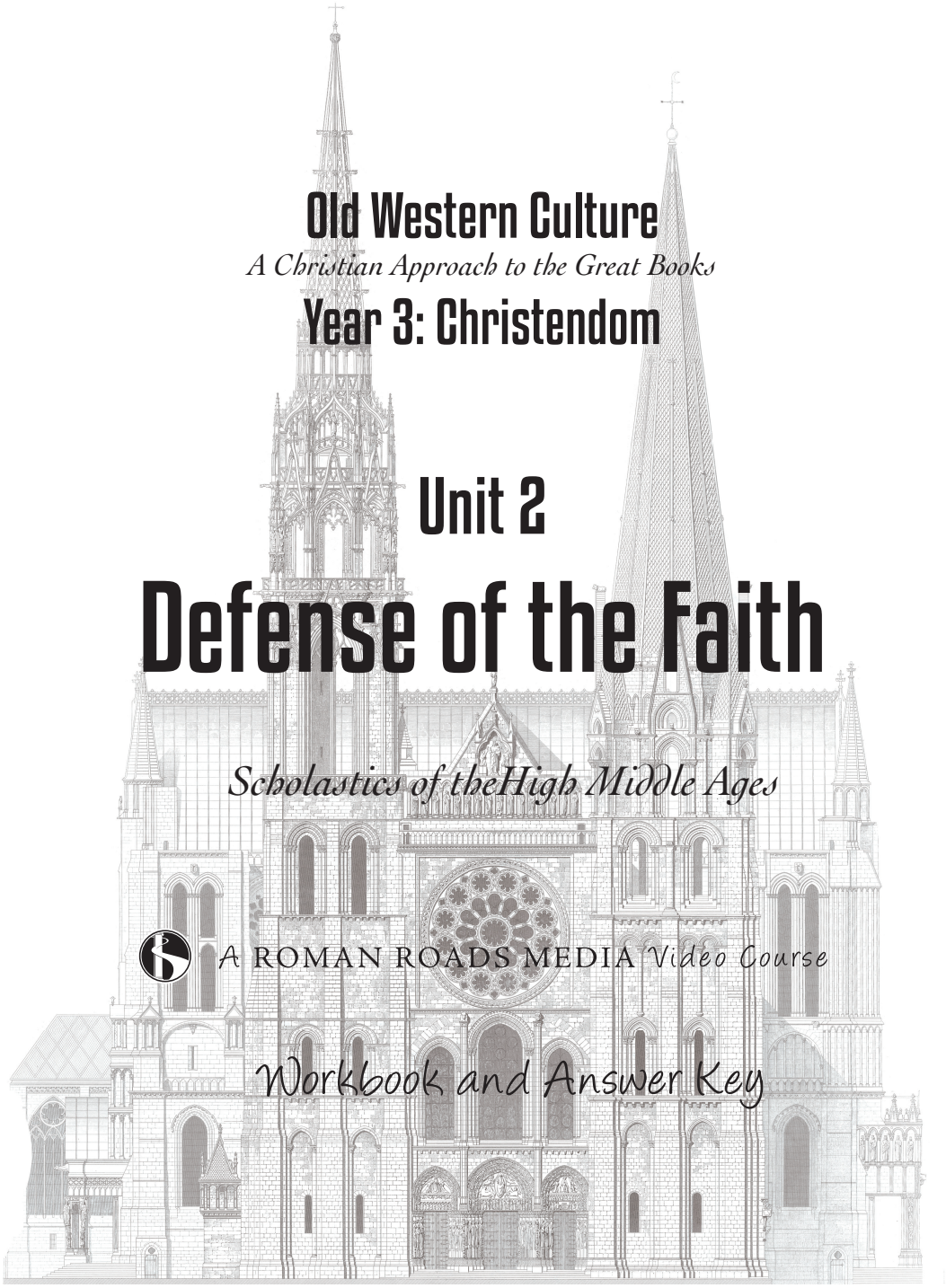

Old Western Culture

A Christian Approach to the Great Books

Year 3: Christendom

Unit 2

Defense of the Faith

Scholastics of theHigh Middle Ages

A ROMAN ROADS MEDIA Video Course

Workbook and Answer Key

Please Note: *This workbook may be periodically updated, expanded, or revised. Download the latest revision at www.RomanRoadsMedia.com/materials.*
Version 1.0.2

ROMAN ROADS
MEDIA

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

About Old Western Culture

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

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

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

Year 3: *Christendom*
Unit 1: Early Medievals—The Growth of European Christianity
Unit 2: The Defense of the Faith—Scholastics of the High Middle Ages
Unit 3: The Medieval Mind—Dante and Aquinas
Unit 4: The Reformation—Erasmus, Calvin, Cranmer, Spencer, and Chaucer

Year 4: *Early Moderns*
Unit 1: Rise of England—Metaphysical Poets, Milton, Shakespeare, and Bunyan
Unit 2: The Enlightenment—Liberal THought and the Sparks of Revolution
Unit 3: The Victorian Poets—Neoclassical Poetry, Victorian Poetry, and Romantic Poetry
Unit 4: The Novels—Austen, Dickens, Dostoevsky, and Lewis.

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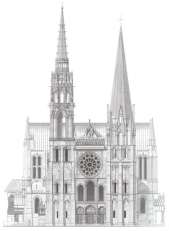

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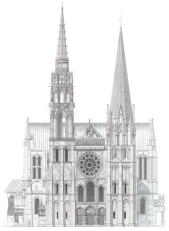


Introduction and Overview

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

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

"A Reading of Homer," Sir Lawrence Alma-Tadema, 1885

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

Dani and Wes Callihan in 2011

About the Instructor

Wesley Callihan grew up on a farm in Idaho and earned a bachelor's in history from the University of Idaho in 1983. He has taught at Logos School, the University of Idaho, and New St. Andrews College (all in Moscow, Idaho) and at Veritas Academy in Lancaster, Pennsylvania. He has written curriculum for a number of Christian schools, including several members of the Association of Classical and Christian Schools. Veritas Press has published his great books study guides for homeschoolers. Mr. Callihan speaks regularly at conferences for classical Christian educators in home and private schools and teaches summer intensive Latin courses. He has written columns and short fiction for *Credenda/Agenda* and *Antithesis*, and contributed to the book *Classical Education and the Home School*, published by Canon Press. In 1997 Mr.

Callihan launched Schola Classical Tutorials, a program of live Internet courses in the great books and the classical languages, as another ongoing contribution to the growing classical Christian education movement.

Wes and his wife, Dani, have six children, five of them married, and a growing brood of grandchildren. Wes and Dani live near Wes's parents in an old farmhouse in northern Idaho where they all use the cold winters as an excuse to read and the hot summers as another excuse to read.

The Callihan Clan in 2011

How to Use This Course

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

Recommended Schedule

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

Materials

- **Video Lessons.** Instructor Wes Callihan's deep knowledge of the classics and decades of teaching experience are a rich resource for homeschool families. Each unit is divided into twelve lectures.
- **The Great Books.** *Old Western Culture* immerses students in reading the classics themselves rather than just reading about them. Families have two options for acquiring the texts:
    1. Use or purchase your own texts. Chances are, you already own at least some of these classics, so feel free to use your own copies. A list of recommended translations, including Amazon links, can be found at romanroadsmedia.com, but specific translations or editions are not required.
    2. Use Roman Roads Readers. Many units of *Old Western Culture* now have readers that gather all the assigned reading into one volume. Purchase a print copy ($22 each), order an Amazon Kindle edition ($1 each), or download a PDF (free). Visit romanroadsmedia.com for more information.
- **The Student Workbook.** Purchase a hard copy, or visit romanroadsmedia.com/materials to download a free PDF. The workbook questions allow students to test their understanding of the reading assignments and the lectures.

- **Exams.** Two exams are available (Exam A and Exam B) for download from the Materials page on romanroadsmedia.com. Students may use one for practice, or for retake. The Teacher's Edition of the Exam (seperate PDF) includes answers as well as notes on grading.

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

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

Additional Assignments

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

- **Term Paper.** Students may choose a paper topic from the discussion questions at the end of each lesson, or choose a topic of their own based on the works or themes of this term. The term paper should be 750–1,200 words long and should persuasively articulate a thesis while drawing on examples from the original works.
- **Final Exam.** Visit www.romanroadsmedia.com/materials to download the most recent final exams. Two options, Exam A and Exam B, are provided. The exams are similar in style and difficulty, but the content varies. Students who score lower than 90 percent on Exam A should take Exam B two days later to help reinforce subject mastery.

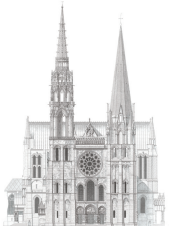
Age Level

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

Recommended Nine-Week Schedule

Key: DVD Watch Lectures | Answer Workbook Questions | Read Texts | Complete Additional Assignments

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	DVD Lecture 1 Lecture Questions	*Proslogium*	Reading Questions	DVD Lecture 2 Lecture Questions	*Monologium*, Preface & chs. 1–29
2	Reading Questions	DVD Lecture 3 Lecture Questions	*Monologium*, chs. 30–80	Reading Questions	DVD Lecture 4 Lecture Questions
3	*Cur Deus Homo,* Bk.1	Reading Questions	DVD Lecture 5 Lecture Questions	*Cur Deus Homo,* Bk.2	Reading Questions
4	DVD Lecture 6 Lecture Questions	*History of the Kings of Britain*, Bks 1–3	Reading Questions	*History of the Kings of Britain*, Bks 4–6	Reading Questions
5	DVD Lecture 7 Lecture Questions	*History of the Kings of Britain*, Bks 7–9.	*History of the Kings of Britain*, Bks 10–12	Reading Questions	DVD Lecture 8 Lecture Questions
6	*Golden Legend*: Lives of Nicholas, Anthony, Agnes, Juliana, Longinus, Patrick, George, & Petronilla.	Reading Questions	DVD Lecture 9 Lecture Questions	DVD Lecture 10 Lecture Questions	*Conquest of Constantinople*, Chs. 1–21
7	*Conquest of Constantinople*, Chs. 22–49	*Conquest of Constantinople*, Chs. 50–76	*Conquest of Constantinople*, Chs. 77–99	Reading Questions	DVD Lecture 11 Lecture Questions
8	*Life of St. Louis:* Prologue, Part 1, Chs 1–2.	*Life of St. Louis:* Prologue, Part 2, Chs 3–6.	Reading Questions	DVD Lecture 12 Lecture Questions	Paper: Draft Due
9	Exam A		Exam B *(if Exam A score is below 90%)*		Paper: Final Due



Lesson 1
Historical Overview of the High Middle Ages

Reading

No reading for this lesson.

Lecture

Watch Lecture 1, and then answer the following questions.

1. What does the word "renaissance" mean? How is the Renaissance connected to the Middles Ages?

2. What three factors from the 11th century helped to shape the High Middle Ages?

3. Why did medieval thinkers value logic so highly?

4. What was the goal of scholasticism? What other fields grew out of scholasticism?

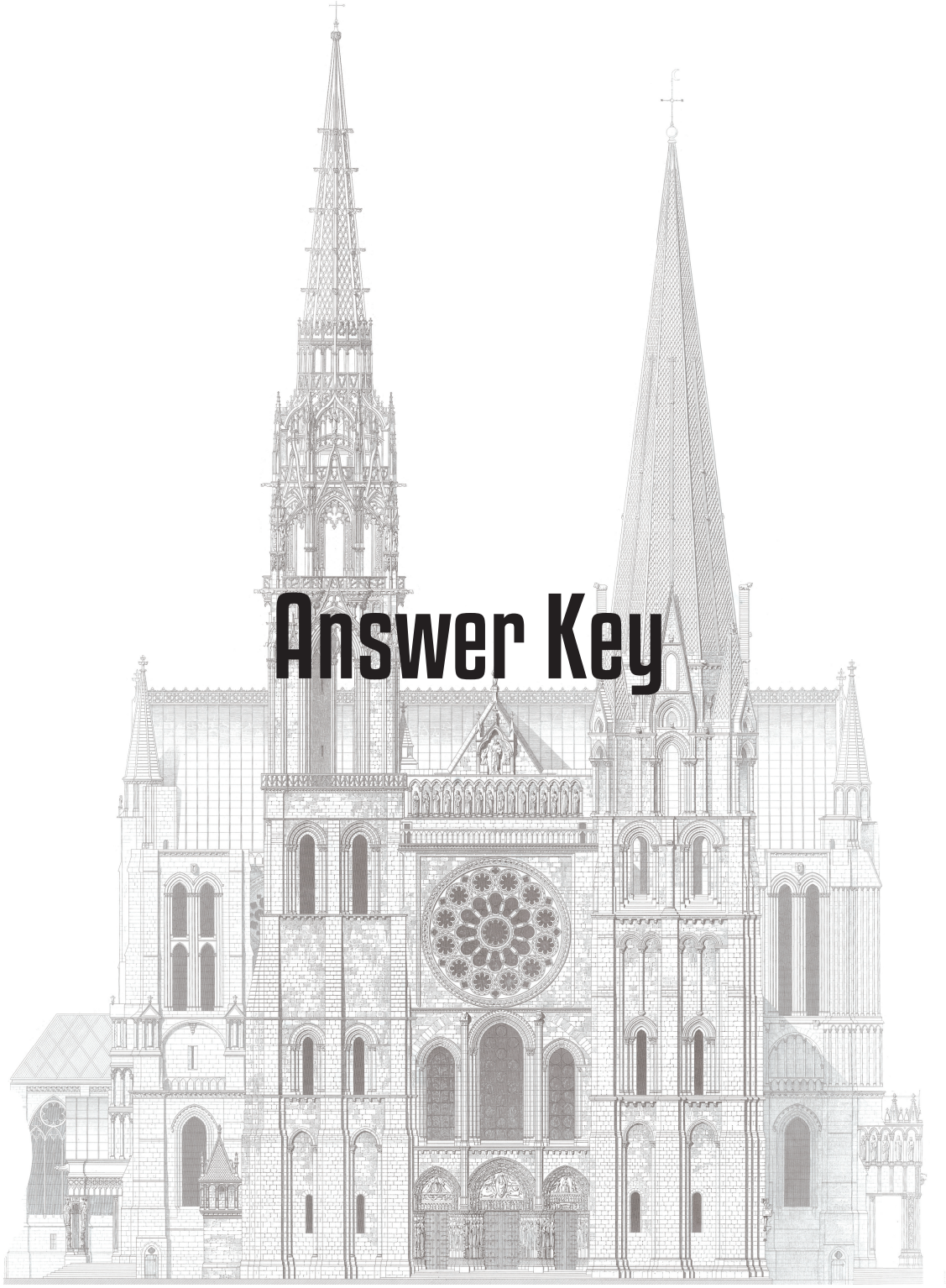
5. What was the goal of the architectural design in Gothic cathedrals? How did it accomplish that goal?

6. What eight events dominated the High Middle Ages, and when did they take place? What was their goal, and how did they attempt to accomplish that goal?

7. What development did the Crusades have on Europe and the Middle East? What are three effects this development had on Europe?

Discussion Questions

How were the Middle Ages an "Age of Faith"?



Answer Key

Lesson 1

Historical Overview of the High Middle Ages

1. "Renaissance" means "rebirth." The Renaissance was a time of rebirth, not because it rejected the Middle Ages, but because it was the fruit of the seeds planted and cultivated by the fertile culture of the Middle Ages.
2. First, there was a rapid growth in European population, due in part to the climate warming. Second, Christianity was spreading rapidly all across Europe, even to Scandinavia, Eastern Europe, and Russia. Finally, schools were growing and increasing in importance.
3. Medieval thinkers saw logic as the primary tool by which we can apprehend the truths God shows us by revelation, and can extend those truths further by forming deductions and conclusions.
4. The Scholastics endeavored to synthesize all of human knowledge into a systematic and organized whole, all governed by the authority of revelation. Modern science and applied science (technology such as spectacles and farming implements) resulted from the principles of Scholasticism.
5. Gothic cathedrals were designed to draw the mind upward towards God by virtue of their thin elegant pillars pointing towards the ceiling, their gracefully woven ceiling arches, and their tall windows filling the cathedral with light (while also depicting scriptural and ecclesiastical stories).
6. Eight major Crusades took place from 1100 to 1300. The leaders of Christendom were attempting to defend Europe from the onslaught of Islam on both Western and Eastern Europe. Their strategy was to strike at the heart of Islam's power by seeking to reconquer the Holy Land.
7. They opened up trade between Europe and the Middle East. Suddenly a new flood of products entered Europe--spices, tapestries, books, etc.-- because of the trade routes. This led to a population explosion, the availability of money in Europe, a new explosive growth of towns, and a new class of people--the middle class.

Lesson 2

Anselm's Ontological Argument

1. He is going to attempt to find one single argument that for its proof required no other save itself, and that by itself would suffice to prove that God really exists.
2. Anselm writes in a spirit of humble seeking, deploring the fallen, sinful state of man and longing to know God more fully. His writing style reminds us of Augustine's humble questioning, turning to God for illumination and understanding.
3. God must be the greatest being that can be conceived to exist. The greatest being of whom we can conceive must be one whom we cannot imagine does not exist. Therefore, when the fool says, "There is no God," he is really saying, "The being who must exist does not exist." This is a logical contradiction in terms.
4. A man who is capable of doing wrong things, things harmful to himself, is actually powerless against the influence of those things and the power of evil in his life. So when God does not do evil, He displays greater power, not inability.
5. Justice and goodness are inseparable, yet so are goodness and compassion. Therefore, justice and compassion must also be inseparable. God is just (and good and compassionate) when evil receives the reward of evilness. But God also justly shows mercy, because God is good, and mercy is appropriate to goodness.