

High School Level  
Classical / Whole Book  
Biblical Worldview

World

# LITERATURE





Cultural Influences of Early to Contemporary Voices



## TEACHER GUIDE

James P. Stobaugh

1 course = 2 full credits  
writing & literature

-  Includes: Answer Keys
-  Student Objectives
-  Daily Concept Builders
-  Weekly Essay & Test

First printing: November 2012

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Master Books®, P.O. Box 726, Green Forest, AR 72638

Master Books® is a division of the New Leaf Publishing Group, Inc.

ISBN: 978-0-89051-676-8

ISBN: 978-1-61458-271-7 (ebook)

Cover design by Diana Bogardus.

Interior design by Terry White.

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### **Dedication**

This Book is gratefully dedicated to Karen and our four children: Rachel, Jessica, Timothy, and Peter.

He has given us a ministry of reconciliation . . . (2 Corinthians 5:18).



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**READING LIST:** The following is a list of additional books and texts not included within the study that are needed for this course. It is strongly suggested that students read most, if not all these titles during the summer before taking this course. Most will be available at local libraries or as free downloads at The Online Books Page ([onlinebooks.library.upenn.edu/lists.html](http://onlinebooks.library.upenn.edu/lists.html)), Project Gutenberg ([www.gutenberg.org/wiki/Main\\_Page](http://www.gutenberg.org/wiki/Main_Page)), or Bartleby ([www.bartleby.com/](http://www.bartleby.com/)).

Augustine, *Confessions*

Dostoevsky, *Crime and Punishment*

Goethe, *Faust*

Homer, *The Iliad*

Homer, *The Odyssey*

Paton, *Cry, the Beloved Country*

Tolstoy, *War and Peace*

Virgil, *The Aeneid*

# Using Your Teacher Guide

## How this course has been developed:

1. **Chapters:** This course has 34 chapters (representing 34 weeks of study) to earn two full credits; writing and literature.
2. **Lessons:** Each chapter has five lessons, taking approximately 45 to 60 minutes each.
3. **Student responsibility:** Responsibility to complete this course is on the student. Students must read ahead in order to stay on schedule with the readings. Independence is strongly encouraged in this course, which was designed for the student to practice independent learning.
4. **Grading:** Depending on the grading option chosen, the parent/educator will grade the daily concept builders, and the weekly tests and essays. (See pages 7 and 8.)
5. **Additional books and texts:** A list of outside reading is provided after the table of contents. Students should try and read ahead whenever possible. Most readings are available free online or at a local library.

## Throughout this book you will find the following:

1. **Chapter Learning Objectives:** Always read the “First Thoughts” and “Chapter Learning Objectives” in order to comprehend the scope of the material to be covered in a particular week.
2. **Daily warm-ups:** You should write or give oral responses for the daily warm-ups to your educator/parent. These are not necessarily meant to be evaluated, but should stimulate discussion.
3. **Concept builders:** You should complete a daily concept builder. These activities take 15 minutes or less and emphasize a particular concept that is vital to that particular chapter topic. These will relate to a subject covered in the chapter, though not necessarily in that days lesson.
4. **Assigned readings:** Remember to read ahead on the required literary material for this course. Students should plan to read some of the required literature the summer before the course.
5. **Weekly essays:** You will be writing at least one essay per week, depending on the level of accomplishment you and your parent/educator decide upon. These are available in the teacher guide and online.
6. **Weekly tests:** These are available in the teacher guide and online.

## Earn a bonus credit!

Easily integrate related history curriculum for an additional credit, a combination study done in less than two hours daily! History Connections are shown on the chapter introduction page in order to help a student study these texts consecutively, exploring literature and history in unison. (*The American, British, and World History* curriculum is also written by James Stobaugh and published by Master Books®.)

## What the student will need each day:

1. Notepad/computer: for writing assignments.
2. Pen/pencil: for taking notes and for essays.
3. A prayer journal. As often as you can — hopefully daily — keep a prayer journal.
4. Daily concept builders, weekly essay options, and weekly tests are available in the teacher guide and as free downloads at: [nlpg.com/WorldLitAids](http://nlpg.com/WorldLitAids)

## Increasing your vocabulary:

Part of the reason for reading so many challenging literary works is for one to increase his or her functional vocabulary. The best means of increasing vocabulary is through reading a vast amount of classical, well-written literary works. While reading these works, one should harvest as many unknown words as possible, and try to use five new words in each essay written.

Create 3x5 Vocabulary Cards

Front	Back
Adversity	Harmful, Evil
	Adversity is a Noun
	The adverse effects of smoking are great.

When one meets a strange word for the first time:

- Do your best to figure out the word in context,
- Check your guess by looking in the dictionary,
- Write a sentence with the word in it.

Use the illustration above to formulate vocabulary cards of new words.

## Grading Record Options (See chart on following page.)

This course has been developed to allow three grading options for a parent/educator. This allows one the flexibility to adjust the usage of the course content to individual situations and varying requirements. For ease of grading, Option A (essays/exams) and Option B (essays/exams/concept builders [CB]) both provide a total weekly score of 100 points for a course total of 3,400 possible points. Dividing the total score at the end of the course by 34 will provide a percentage grade for the student. You may use the standard system (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, below 60 = F), or you may use your own personal grading system. The third grading option simply allows for additional work (warm-ups [WU], additional essays, etc.) to be counted toward each week's final grade. This can be done at the educator's discretion and be added into the overall score of Option A or Option B.





# Preface

**World Literature is a rhetoric-level course.** Two things are distinctive about rhetoric-level courses: they are content driven and they presume higher-level thinking. In most cases, you are going to have to read in excess of 200 pages per lesson. Therefore, it is highly advisable that you read most of this material the summer before you begin this course.

Theologian Walter Bruggemann, in his essay “Blessed Are the History-Makers,” reminds us that culture is created, history is made, by those who are radically committed to obeying God at all costs (Walter Brueggemann, *Hope within History* [Atlanta, GA: John Knox Press, 1987], chapter 3). Will you be counted among that number? Be smart, but above all, be obedient to the Word of God. For the first time in 300 years, in your generation I observe the marriage of smart minds and born-again hearts. This combination is potent indeed and has revolutionary implications for the 21st-century world. Now, as only once before (i.e., during the Puritan era), this generation is both smart and saved; in other words, it is a spirit-filled elite, and the ramifications are exciting to say the least.

There is much need. Social critic Os Guinness, in his seminal work *The Dust of Death* prophetically argues that “western culture is marked . . . by a distinct slowing of momentum . . . a decline in purposefulness” (Os Guinness, *The Dust of Death* [Downers Grove, IL: Intervarsity Press, 1973]). Guinness implies that the ideals and traditions that have been central to the American civilization are losing their compelling cultural authority. There is, in short, no corpus of universally accepted morality that Americans follow. As Dallas Willard in *The Divine Conspiracy* states “. . . there is no recognized moral knowledge upon which projects of fostering moral development could be based” (Dallas Willard, *The Divine Conspiracy* [San Francisco, CA: HarperCollins Publishers, 1997]).

You are part of one of the most critical generations in the history of Western culture. Indeed, only the generation of which Augustine was a part comes close in importance to your generation. In both cases — today and during the life of Augustine, Bishop of Hippo — civilizations were in decline. Young Augustine lived through the decline of the Roman world; you are living through the decline of American cultural superiority. However, the barbarians conquered Rome; the Christians conquered the barbarians. My prayer for each person who reads this course is:

I kneel before the Father, from whom his whole family in heaven and on earth derives its name. I pray that out of his glorious riches he may strengthen you with power through his Spirit in your inner being, so that Christ may dwell in your hearts through faith. And I pray that you, being rooted and established in love, may have power, together with all the saints, to grasp how wide and long and high and deep is the love of Christ, and to know this love that surpasses knowledge — that you may be filled to the measure of all the fullness of God. Now to him who is able to do immeasurably more than all we ask or imagine, according to his power that is at work within us, to him be glory in the church and in Christ Jesus throughout all generations, for ever and ever! Amen (Eph. 3:14–21).

# Sumerian, Egyptian, and Hebrew Literature (Part 1)

(3000 B.C.–300 B.C.)

**First Thoughts** The story of Mesopotamia is the story of the very genesis of civilization. There is some debate about where people stopped merely herding their livestock and started farming and building cities and therefore creating a civilization. However, there are some strong arguments that it began in Mesopotamia. Mesopotamia, meaning “between the rivers,” lies between the Tigris and Euphrates Rivers. It is located in the general vicinity of the present national states of Iraq and Syria.

In fact, there is strong evidence that Mesopotamia is, in fact, Eden, where God placed the first man, Adam, and the first woman, Eve (Genesis 1). Again, there is strong evidence that the land between the Tigris and the Euphrates is this very place.

## Chapter Learning Objectives

As a result of this chapter study you will be able to . . .

1. Write a process essay that speculates on how the *Epic of Gilgamesh* moved from an oral to a written form.
2. Compare and contrast the Gilgamesh Flood narrative with the biblical Flood story (Genesis 8).
3. Compare and contrast the *Enuma Elish* (translated by N.K. Sanders) with Genesis 1 and 2.
4. Compare the gods and goddesses with the gods and goddesses that Elijah encountered.



# *Epic of Gilgamesh* (c. 1200 B.C.)

## Assignments

- Warm-up: What are three distinctive components of Sumerian Civilization?
- Students should complete Concept Builder 1-A.
- Students should review the required reading(s) before the assigned chapter begins.
- Teachers shall assign the required essay. The rest of the essays can be outlined, answered with shorter answers, discussed, or skipped.

<b>CONCEPT BUILDER 1-A</b> Active Reading	<b>Read this excerpt from the <i>Epic of Gilgamesh</i>, and respond to the following:</b>	
	<b>1</b>	<p>What is the setting?</p> <p><i>The Epic of Gilgamesh is, perhaps, the oldest written story on earth. It comes to us from ancient Sumeria, and was originally written on 12 clay tablets in cuneiform script. It is about the adventures of the historical King of Uruk (somewhere between 2750 and 2500 B.C.E.), in the Mesopotamia, Tigris-Euphrates River Valley.</i></p>
	<b>2</b>	<p>Who is the protagonist (main character)?</p> <p><i>Gilgamesh, two-thirds god and one-third human, is the greatest king on earth and the strongest super human that ever existed; however, he is young and oppresses his people harshly. The people call out to the sky-god Anu, the chief god of the city, to help them. In response, Anu creates a wild man, Enkidu, out in the harsh and wild forests surrounding Gilgamesh's lands. This brute, Enkidu, has the strength of dozens of wild animals; he is to serve as the subhuman rival to the superhuman Gilgamesh (Tablet 1).</i></p>
	<b>3</b>	<p>What crisis is the protagonist facing?</p> <p><i>Gilgamesh undertakes a journey in which he faces snakes, fires, and a flood. Ultimately he fails in his quest to attain immortality.</i></p>
	<b>4</b>	<p>How does he handle this crisis?</p> <p><i>Gilgamesh is courageous and bold but is unnerved by the loss of his good friend Enkidu.</i></p>
	<b>5</b>	<p>Predict the outcome of this story/crisis.</p> <p><i>Most readers predict a happy ending.</i></p>
	<b>6</b>	<p>From context, what does the word "travail" mean?</p> <p><i>To labor in hardship and despair.</i></p>
	<b>7</b>	<p>What is the resolution of the crisis?</p> <p><i>The Epic ends with Gilgamesh, at the end of his journey standing before the gates of Uruk, inviting Urshanabi to look around and view the greatness of this city, its high walls, its masonwork, and here at the base of its gates, as the foundation of the city walls, a stone of lapis lazuli on which is carved Gilgamesh's account of his exploits.</i></p>

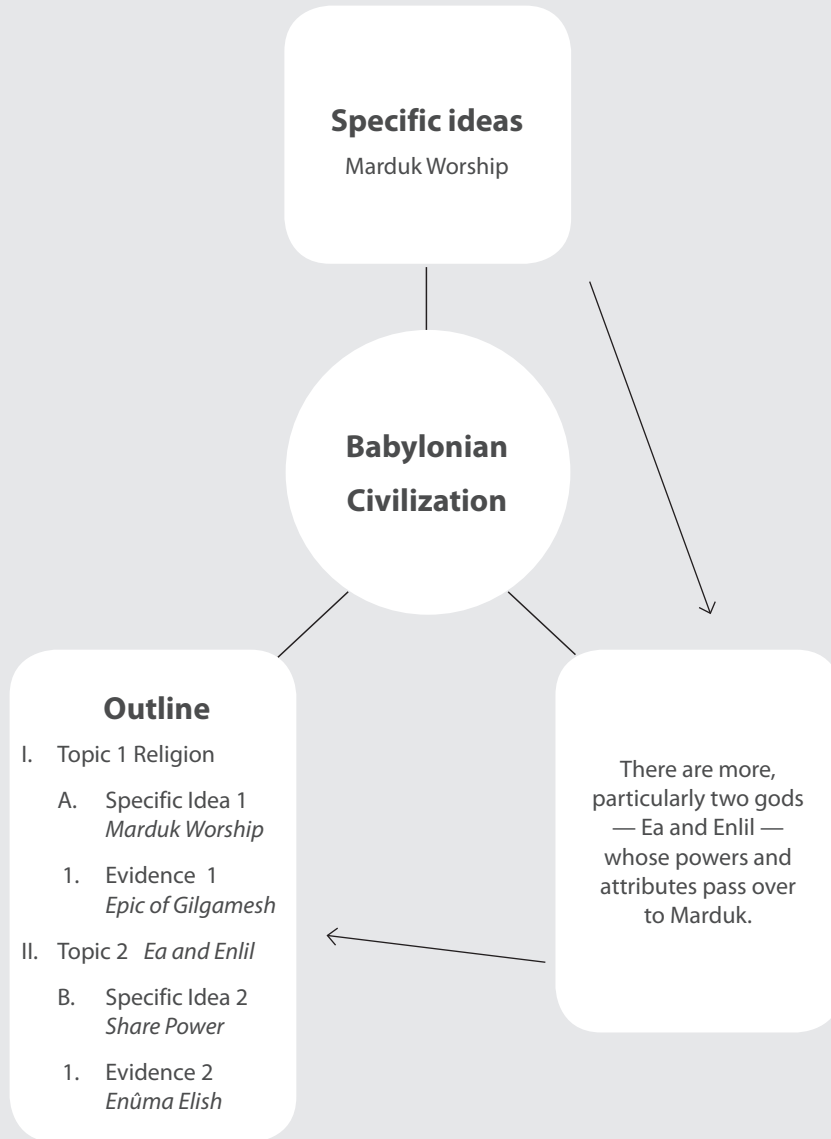
# Religion

## Assignments

---

- Warm-up: Describe Sumerian religion
- Students should complete Concept Builder 1-B.
- Students should review reading(s) from next chapter.
- Students should outline essay due at the end of the week.
- Per teacher instructions, students may answer orally, in a group setting, the essays that are not assigned as formal essays.

A report is an informative essay where the reader communicates information to a reader. Plan your report: List your specific ideas, group related ideas under topics, arrange your ideas in order, make an outline, and write your report.



# Biblical Parallels

## Assignments

- Warm-up: Compare the Sumerian hero Gilgamesh to a modern hero (e.g., Spiderman).
- Students should complete Concept Builder 1-C.
- Students should write rough drafts of assigned essay.
- The teacher may correct rough drafts.

<b>CONCEPT BUILDER 1-C</b> Process Essay	<b>A process paper either tells the reader how to do something or describes how something is done.</b>
	What are you trying to explain?
	<i>The movement evolution of the oral Epic of Gilgamesh to the written Epic of Gilgamesh.</i>
	↓
	Why is this process important to you?
	<i>Understanding this process will help us understand more about the society that wrote, read, and admired the Epic of Gilgamesh.</i>
	↓
	What is the process?
	<i>As Babylonian society changed and met new challenges, it changed its hero to reflect these changes. For example, Gilgamesh became more compassionate as Babylonia became more peaceful</i>

# Enuma Elish: Tablet One

## Assignments

- Warm-up: Compare Apsu to YHWH, God.
- Students should complete Concept Builder 1-D.
- Students will re-write corrected copy of essay due tomorrow.

<b>CONCEPT BUILDER 1-D</b> Compare/Contrast Essay	<b>Compare and contrast the Gilgamesh epic and the biblical account of the Flood (Genesis 8).</b>		
		<b>The Flood</b>	
		<b><i>Epic of Gilgamesh</i></b>	<b>Bible</b>
	Setting	Ancient Middle East, perhaps in the Euphrates River Basin	Euphrates River Basin
	Characters	<i>Ut-Napishtim</i>	<i>Noah</i>
	Plot	<i>The events were very similar to the biblical account; however, Noah released a raven once and a dove twice; Ut-Napishtim released three birds: a dove, swallow and raven.</i>	<i>The events were very similar to the biblical account; however, Noah released a raven once and a dove twice; Ut-Napishtim released three birds: a dove, swallow and raven.</i>
Diety(ies)	<i>Marduk and his pantheon</i>	<i>The one true God, YHWH.</i>	

# Compare Two Flood Narratives

## Assignments

---

- Warm-up: What do you say to someone who does not believe that there really was a global Flood?
- Students should complete Concept Builder 1-E.
- Essay is due. Students should take the chapter 1 test.



**CONCEPT BUILDER 1-E**  
Compare/Contrast Essay

Compare and contrast the <i>Enuma Elish</i> and the biblical account of creation (Genesis 1).		
	Creation	
	<i>Enuma Elish</i>	Bible
Setting	<p>then from Apsu and Tiamat in the waters gods were created, in the waters silt precipitated, Lahmu and Lahumu, were named; they were not yet old not yet grown tall when Anshar and Kishar overtook them both, (i.e., born after)</p> <p>Before a world could be created, gods needed to be created.</p>	<p>1. In the beginning God created the heavens and the earth. 2 Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters. 3 And God said, "Let there be light," and there was light. 4 God saw that the light was good, and he separated the light from the darkness. 5 God called the light "day," and the darkness he called "night." And there was evening, and there was morning — the first day.</p> <p>God existed before time itself.</p>
Characters	<p>Apsu (male, fresh water) and Tiamat (female, sea water) mingle and engender Lahmu (male) and Lahamu (female) who are silt deposits as well as Anshar (rim of the sky) and Kishar (rim of the earth). Anshar and Kishar engender Anu (Sky) who in turn engenders Ea-Nudimmud (who ends up as the ruler of fresh waters. Ea's wife is named Damkina. Ea is created in the image of his father Anu.</p>	<p>God created Adam and then Eve. Both were made in His image.</p>
Plot	<p>Marduk decides to create humans (lullu — barbarians, savages, aboriginal humans) to serve the gods. Ea and the other gods shape humans out of the blood of the executed Kingu.</p> <p>10. Marduk and the other gods create Babylon and the great temple Esagila.</p>	<p>Adam and Eve lived in the garden. When they sinned against God in disobedience, they were cast out.</p>
Diety(ies)	<p>Marduk was the chief god, but there were many other gods/ goddesses.</p>	<p>God or YHWH</p>

## ESSAY OPTIONS A, B & C WITH ANSWER SUMMARIES

---

**(50 points, Grading Option A / 40 points, Grading Option B - See pages 7 & 8)**

A. Throughout this course you will write several different types of essays. During this lesson you will write a process essay. A process essay is an academic essay that explains how a process works or how to make or do something. Write a process essay that speculates on how the *Epic of Gilgamesh* moved from an oral to a written form.

SUMMARY: Epics celebrated and preserved the values of a culture for a new generation. The stories of Gilgamesh no doubt began as a series of oral (i.e., spoken) narratives about a mythological figure. What makes this epic so interesting is that it is further confirmation that there was a Flood. Not only does the Bible record a Flood, but extra-biblical sources also testify to a Flood. However, some epics are completely false, partly true, or completely true. The Davy Crockett legends/epic in American history are fictional accounts of an actual person. The Davy Crockett legends are partly true and partly made-up. The biblical Flood epic, however, is completely true — it happened the way that the Bible tells us it happened.

B. Compare and contrast the Gilgamesh flood narrative with the biblical Flood story (Genesis 8).

SUMMARY: Once upon a time, the gods destroyed the ancient city of Shuruppah in a great flood. God destroyed the world by a flood because of wickedness (Gen. 6:13). However, Utnapishtim, forewarned by Ea, managed to survive by building a great ship (Gen. 6:10). His immortality was a gift bestowed by the repentant gods in recognition of his ingenuity and his faithfulness in re-instituting the sacrifice. Noah does not have physical eternal life. The hero is Ziusudra, the counterpart of the biblical Noah. Ziusudra heard the decision of the Divine Council to destroy humanity. He was able to survive the flood by building a boat. The mention of the great waters, the boat, and the window on the boat all have biblical parallels.

C. In a court of law a man may be convicted if two independent, unprejudiced witnesses testify in the same way about the same event. Besides the *Epic of Gilgamesh*, the Genesis creation story parallels the *Enuma Elish* story (Babylonian). In other words, two independent, unprejudiced sources recorded the same event at different parts of the world. Genesis is not only theologically accurate, it is most certainly historically accurate and should be understood accordingly. Compare and contrast the *Enuma Elish* (translated by N.K. Sanders) with Genesis 1 and 2.

SUMMARY: The world was created by the gods. It was formed from chaos. The metaphor of chaos to order is strong in both accounts. It is clear that both the Hebrew Moses and the Babylonian author of the *Enuma Elish* had access to the same historical event. Their accounts were similar but written by different people at different places. If the reader needs more evidence that the biblical story of creation is accurate by virtue of its claim of inerrancy, this evidence confirms the veracity of the biblical story again.

## CHAPTER 1 TEST ANSWERS

---

**Divide score by 2 (Option A) / Divide score by 2.5 (Option B)**

### **Essays (100 Points)**

- A. The following creation story is from Japan. Compare and contrast this creation story to Genesis 1–2.

After the creation of Heaven and earth, Divine Beings were produced between them. Hence it is said that when the world began to be created, the soil of which lands were composed floated about in a manner which might be compared to the floating of a fish sporting on the surface of the water.

At this time a certain thing was produced between Heaven and Earth. It was in form like a reed-shoot. Now this was transformed into a God, and was called Kuni-toko-tachi no Mikoto. Next there was Kuni no sa-tsuchi no Mikoto, and next Toyo-kumu-nu no Mikoto, in all three deities. These were pure males spontaneously developed by the operation of the principle of Heaven. The next Deities who came into being were Uhiji-ni no Mikoto and Suhiji-ni no Mikoto, also called Uhiji-ne no Mikoto and Suhiji-ne no Mikoto. The next Deities which came into being were Oho-to nochi no Mikoto and Oho-to mahe no Mikoto. The next Deities which came into being were Izanagi no Mikoto and Izanami no Mikoto. These make eight Deities in all. Being formed by the mutual action of the Heavenly and Earthly principles, they were made male and female. From Kuni no toko-tachi no Mikoto to Izanagi no Mikoto and Izanami no Mikoto are called the seven generations of the age of the Gods ([portfolio.richard-hooker.com/sites/worldcultures/ANCJAPAN/CREAT2.HTM](http://portfolio.richard-hooker.com/sites/worldcultures/ANCJAPAN/CREAT2.HTM)).

ANSWER: The world was created first and there is a definite movement from chaos to order. However, there is nothing like monotheism in either the Shinto or Babylonian creation story. The Judeo-Christian God existed before time. He was not created; He creates.

- B. Give the historical background to Daniel 5. In your discussion, compare the Hebrew hero Daniel to the Sumerian/Babylonian hero Gilgamesh.

ANSWER: Daniel 5 is the dramatic story of the fall of the Babylonians to the Persians. Daniel was a humble, devoted follower of God who put himself in danger when it was necessary. Gilgamesh was an unprincipled man, who generally advanced his cause over all others.

# Worldview Formation and Discernment

**First Thoughts** If you are a committed Christian believer, you will be challenged to analyze the worldviews of individuals and institutions around you. You are inextricably tied to your culture, but that does not mean you can't be in this culture but not of this culture. Throughout this course and your educational career you will be challenged to analyze the worldviews of many writers. You will be asked to articulate your own worldview and to defend it against all sorts of assaults. William Bradford, for instance, has a worldview that is radically different from many writers you have read and hopefully similar to yours. What is Bradford's worldview? It is obviously Christian theistic. For now, though, it is important that you pause and examine several worldviews that you will encounter in literature and the arts. You will then need to articulate your own worldview.

## Chapter Learning Objectives

As a result of this chapter study you will be able to . . .

1. Compare the worldviews of each in the following passages.
2. Contrast C.S. Lewis's obvious Christian theistic worldview with the three others.
3. Write a worldview for yourself.

**Weekly Essay Options:** Begin on page 273; answer summaries available at the end of each chapter.

**Reading ahead:** Book of Esther, author unknown; *Papyrus of Ani: Egyptian Book of the Dead* and *Hymn to Osiris Un-Nefer*, author unknown.



# Background

## Assignments

- Warm-up: What is a worldview?
- Students should complete Concept Builder 2-A.
- Students should review the required reading(s) *before* the assigned chapter begins.
- Teachers may want to discuss assigned reading(s) with students.
- Teachers shall assign the required essay. The rest of the essays can be outlined, answered with shorter answers, discussed, or skipped.
- Students will review all readings for chapter 2.

**CONCEPT BUILDER 2-A**  
American Hero

**In American culture the concept of “hero” has changed considerably over the last 80 years.**

**How will the American hero evolve in the next 20 years?**

*This author believes that the next hero(ine) will be a subjective, empathic, pragmatic man/ woman who upholds a moral code, but no particular moral code. This moral code will be based roughly on the Golden Rule. It is observed, for instance, in cinema, that more and more heroes/ heroines are principled characters with a mission or goal. The producer is not particularly concerned about what morality paradigm his hero embraces, as long as the hero embraces it with sincerity and the worldview endangers no one.*

# Two Basic Worldviews

## Assignments

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- Warm-up: Contrast the two basic worldviews that Aristotle and Plato champion.
- Students should complete Concept Builder 2-B.
- Students should review reading(s) from next chapter.
- Students should outline essays due at the end of the week.
- Per teacher instructions, students may answer orally, in a group setting, some of the essays that are not assigned as the formal essay.

**CONCEPT BUILDER 2-B**  
Worldview Maturation

Using the diagram below, show how you have matured as a person.



# Four Main Epochs

## Assignments

- Warm-up: Theism dominated most of world history. Why?
- Students should complete Concept Builder 2-C.
- Students should write rough draft of assigned essay.
- The teacher may correct rough draft.

**CONCEPT BUILDER 2-C**  
Worldview in Art

**What is the worldview of these artistic pieces? Match the appropriate letter with each picture.**

1. C
2. B
3. A
4. D



# Seven Basic Worldviews

## Assignments

- Warm-up: Compare naturalism to realism.
- Students should complete Concept Builder 2-D.
- Students will re-write corrected copies of essay due tomorrow.

