

TEACHER GUIDE

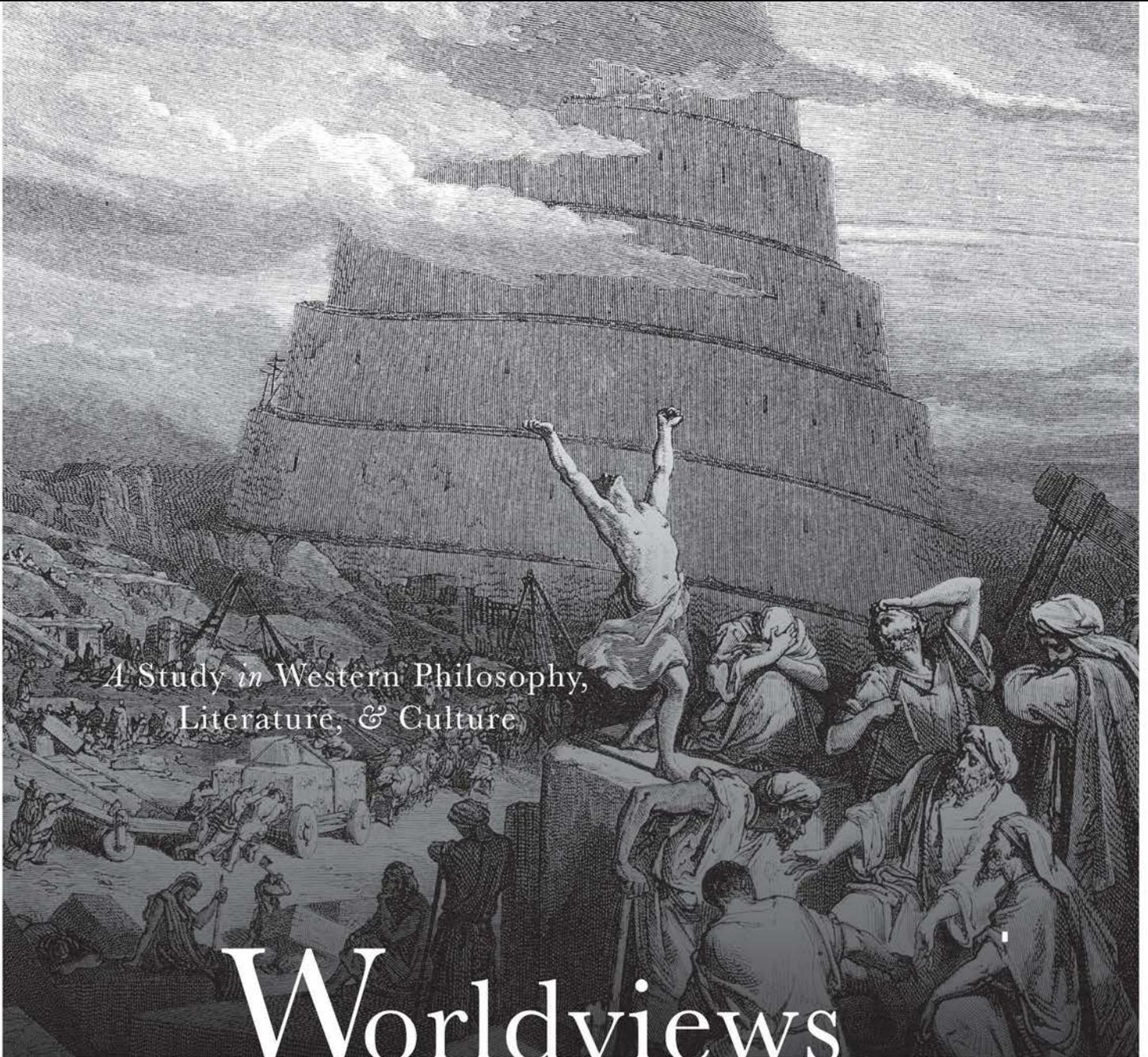
🕒 Weekly Lesson Schedule

📄 Worksheets & Exams

🔑 Answer Keys

High School

Cultural Philosophy



*A Study in Western Philosophy,
Literature, & Culture*

Worldviews *in* Conflict

Kevin Swanson

First printing: September 2015

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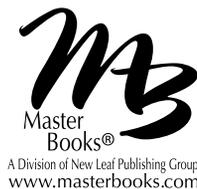
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Psalm 11:3 NKJV

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to give a defense to everyone who asks you a reason for the hope
that is in you, with meekness and fear.*

1 Peter 3:15 NKJV

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Lessons for a 36-week course!

Overview: This *Worldviews in Conflict Teacher Guide* contains materials for use with *Worldviews in Conflict*. Materials are organized by each book in the following sections:

| | |
|---|---------------------------|
|  | Worksheets and Activities |
|  | Semester Tests |
|  | Answer Keys |

Features: Each suggested weekly schedule has three easy-to-manage lessons that combine reading, worksheets, vocabulary-building, and activity opportunities. Worksheets and other Teacher Guide pages are perforated and three-hole punched — materials are easy to tear out, hand out, grade, and store. As always, you are encouraged to adjust the schedule and materials as you need to in order to best work within your educational program.

Workflow: Students will read the pages in their book and then complete each section of the course materials. Space on the schedule has been given to record each worksheet, activity, and test grade. Younger students may be given the option of taking open-book tests. In addition, the teacher can determine what type of assessments they wish to utilize — from traditional tests to a compilation of activities into a portfolio.

Lesson Scheduling: Space is given for assignment dates. There is flexibility in scheduling. For example, the parent may opt for a M-W schedule rather than a M, W, F schedule. Please adapt the days to your school schedule. As the student completes each assignment, he/she should put an “X” in the box.

| | |
|---|---|
|  | Approximately 30 to 45 minutes per lesson, three days a week |
|  | Includes answer keys for worksheets and tests |
|  | Worksheets for each chapter |
|  | Designed for high school students in a one-year course (history, literature, or philosophy) |
|  | Suggested lab (if applicable) |

Homeschooled himself in the 1960s and '70s, **Kevin Swanson** and his wife, Brenda, are now homeschooling their five children. Since graduating from his homeschool and then serving as student body president of a large west coast university, he has gone on to other leadership positions in corporate management, church, and other nonprofits. Kevin has 43 years of experience in the homeschooling movement and serves as the director of Generations with Vision — a ministry he founded to strengthen homeschool families around the country. See more at: <https://generationswithvision.com>.

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Course Description

Every Christian student should be familiar with the ideas and writings that have formed the modern world and subsequently undermined the Christian foundations in the West. We want our young people well versed and well equipped to engage the battle of worldviews before they graduate from high school or college.

It is extremely dangerous to accept the “great” thinkers and writers uncritically, whether it be Karl Marx, Ralph Waldo Emerson, or Nathaniel Hawthorne. That is why this curriculum is so desperately needed for Christian high school and college literature classes. The “great” thinkers and the liberal arts programs have influenced millions of young people to abandon the Christian faith over the centuries.

- Selected readings and summary of 15+ philosophers and authors of the modern world
- Prayers to equip the student in the war of ideas.

This course presents a basic survey and a critical analysis of the philosophers, the literary masters, and the cultural influencers of the last three hundred years for the Christian student. In contrast with other literature courses, this text is filled with relevant biblical references and truths that will equip the student to address the false worldviews contained in the “great” humanist works of this era.

How This Course Has Been Developed

The suggested daily schedule helps guide the readings, worksheets, and all other coursework. The coursework includes:

1. **Readings:** The selected readings from the book set the foundation for the course instruction. All the assignments flow from these passages or from personal reflections based on these portions of the text. Optional readings are provided as well, and parents/teachers can determine if the student should take time to examine these based on maturity and skill level.
2. **Study questions:** After reading the passages from the main text, students can complete the study questions as outlined in the daily schedule.
3. **Vocabulary words:** It is vital when studying any course to develop an understanding of the terms and phrases used. These can be found in the main text in order to complete the worksheets in the teacher guide. Definitions are generally based on *Merriam-Webster's Collegiate Dictionary*, eleventh edition; and occasionally Merriam-Webster's Online Dictionary.
4. **Application questions:** These questions are personal reflection questions for the student from his or her own understanding and experience. The answers for these will vary based on subjective student responses.
5. **Name that Worldview/Popular Music Review:** These sections challenge the student to reflect on the teachings throughout the book considering philosophies, and philosophers, with varying worldviews and their impact on culture. Various movies and music are examined.
6. **Match the Philosophy/Match the Trajectory:** These assignments help students consider the connections of philosophies and the philosophers who lived and taught these worldviews. Also, they show how certain people moved away from a biblical worldview as they developed their divergent philosophies.
7. **Exams/Optional Exams:** The exams throughout the course are based on the reading through the main student text, except for the optional exams. The optional exams are based on the optional readings, which some may choose not to read because of the content. The regular exams can be combined as a comprehensive final, if a parent or teacher chooses to do so.
8. **Essay Assignments:** The essays often combine objective information from the text and subjective student responses based on his or her own experience and understanding.
9. **Grading:** A parent or teacher can grade assignments daily or weekly, and keep track of this in their files. Answer keys are provided in the back of this teacher guide.

Grading Options for This Course

It is always the prerogative of a parent/educator to assess student grades however he or she might deem best. The following is only a suggested guideline based on the material presented through this course:

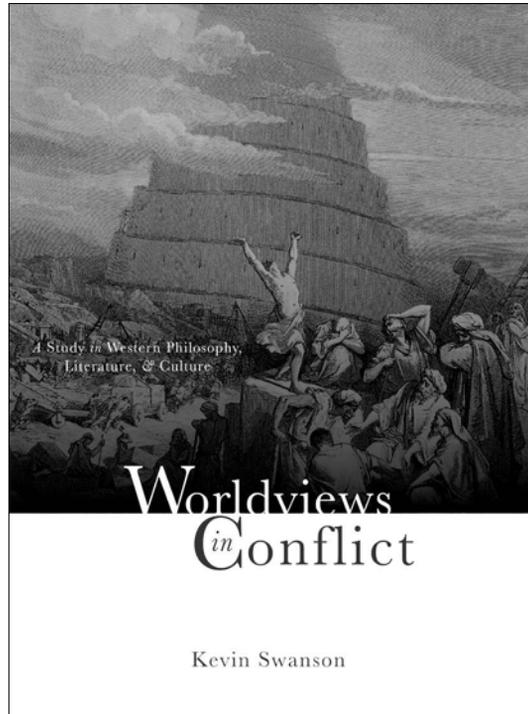
1. Worksheets within the course are worth 100 points each.
2. Practical and review tests within the course are worth 100 points each.
3. You may combine various worksheets for a comprehensive exam, if desired or required by state law.

To calculate the percentage of the grade the parent/educator may use the following guide: Divide total number of questions correct (example: 43) by the total number of questions possible (example: 46) to calculate the percentage out of 100 possible. $43/46 = 93$ percent correct. The suggested grade values are noted as follows: 90 to 100 percent = A; 80 to 89 percent = B; 70 to 79 percent = C; 60 to 69 percent = D; and 0 to 59 percent = F.

First Semester Suggested Daily Schedule

| Date | Day | Assignment | Due Date | ✓ | Grade |
|------------------------------|--------|---|----------|---|-------|
| First Semester–First Quarter | | | | | |
| Week 1 | Day 1 | Part1 - Introduction • Read Pages 2-6 • Ch1 - The War of the Worldviews • Read Pages 8-12 • <i>Worldviews in Conflict</i> • (WIC) | | | |
| | Day 2 | | | | |
| | Day 3 | Ch1 - The War of the Worldviews • Read Pages 12-23 • (WIC) Ch1 - Vocabulary • Pages 17 & 18 • <i>Lesson Planner</i> • (LP) | | | |
| | Day 4 | | | | |
| | Day 5 | Ch1 - Study Questions • Pages 19 & 20 • (LP) | | | |
| Week 2 | Day 6 | Ch2 - Who Will Be God • Read Pages 26-35 • (WIC) Ch2 - Vocabulary • Pages 21 & 22 • (LP) | | | |
| | Day 7 | | | | |
| | Day 8 | Ch2 - Study Questions • Pages 23 & 24 • (LP) | | | |
| | Day 9 | | | | |
| | Day 10 | Review for Exam 1 | | | |
| Week 3 | Day 11 | Exam 1 • Pages 211-214 • (LP) | | | |
| | Day 12 | | | | |
| | Day 13 | Essay Assignment 1 • Page 229 • (LP) | | | |
| | Day 14 | | | | |
| | Day 15 | Part2 - Introduction • Read Pages 38-40 • (WIC) • Ch3 - Thomas Aquinas • Read Pages 41-47 • (WIC) • Ch3 - Vocabulary • Pages 25 & 26 • (LP) | | | |
| Week 4 | Day 16 | Ch3 - Thomas Aquinas • Reading Assignment Ch3 - Study & Application Questions • Pages 27 & 28 • (LP) | | | |
| | Day 17 | | | | |
| | Day 18 | Ch4 - The First Battle Front • Read Pages 49-62 • (WIC) Ch4 - Vocabulary • Pages 29 & 30 • (LP) | | | |
| | Day 19 | | | | |
| | Day 20 | Ch4 - Study & Application Questions • Pages 31 & 32 • (LP) | | | |
| Week 5 | Day 21 | Ch5 - René Descartes • Read Pages 64-68 • (WIC) Ch5 - Vocabulary • Pages 33 & 34 • (LP) | | | |
| | Day 22 | | | | |
| | Day 23 | Ch5 • Reading Assignment • Read Pages 69-70 • (WIC) Ch5 • Study & Application Questions • Pages 35 & 36 • (LP) | | | |
| | Day 24 | | | | |
| | Day 25 | Match the Philosophy 1 • Page 193 • (LP) | | | |

| Date | Day | Assignment | Due Date | ✓ | Grade |
|--------------------------------------|------------|---|-----------------|----------|--------------|
| Week 6 | Day 26 | Ch6 - John Locke • Read Pages 71-77 • (WIC) Ch6 - Vocabulary • Pages 37 & 38 • (LP) | | | |
| | Day 27 | | | | |
| | Day 28 | Ch6 • Reading Assignment Ch6 • Study & Application Questions • Pages 39 & 40 • (LP) | | | |
| | Day 29 | | | | |
| | Day 30 | Ch7 - Jean-Jacques Rousseau • Read Pages 81-90 • (WIC) Ch7 - Vocabulary • Page 41 • (LP) | | | |
| Week 7 | Day 31 | Ch7 • Reading Assignment 1 • Read Pages 91-92 • (WIC) Ch7 • Study Questions • Pages 43 & 44 • (LP) | | | |
| | Day 32 | | | | |
| | Day 33 | Ch7 • Reading Assignment 2 & 3 • Read Pages 94-95 • (WIC) Ch7 • Study Questions • Pages 45 & 46 • (LP) | | | |
| | Day 34 | | | | |
| | Day 35 | Ch7 • Reading Assignment 4 • Read Pages 96-97 • (WIC) Ch7 • Study & Application Questions • Pages 47 & 48 • (LP) | | | |
| Week 8 | Day 36 | Match the Philosophy 2 • Pages 195 & 196 • (LP) | | | |
| | Day 37 | | | | |
| | Day 38 | Ch8 - Karl Marx • Read Pages 99-111 • (WIC) Ch8 - Vocabulary • Pages 49 & 50 • (LP) | | | |
| | Day 39 | | | | |
| | Day 40 | Ch8 • Reading Assignment 4 • Read Pages 112-114 • (WIC) Ch8 • Study & Application Questions • Pages 51 & 52 • (LP) | | | |
| Week 9 | Day 41 | Ch9 - Ralph Waldo Emerson • Read Pages 117-122 • (WIC) Ch9 - Vocabulary • Pages 53 & 54 • (LP) | | | |
| | Day 42 | | | | |
| | Day 43 | Ch9 • Reading Assignment 1 • Read Pages 123-124 • (WIC) Ch9 • Study Questions • Pages 55 & 56 • (LP) | | | |
| | Day 44 | | | | |
| | Day 45 | Ch9 • Reading Assignment 2 • Read Pages 125-126 • (WIC) Ch9 • Study & Application Questions • Pages 57 & 58 • (LP) | | | |
| First Semester–Second Quarter | | | | | |
| Week 1 | Day 46 | Match the Philosophy 3 • Pages 197 & 198 • (LP) | | | |
| | Day 47 | | | | |
| | Day 48 | Ch10 - The Second Battle Front • Read Pages 127-133 • (WIC) | | | |
| | Day 49 | | | | |
| | Day 50 | Ch10 - The Second Battle Front • Read Pages 134-144 • (WIC) Ch10 - Vocabulary • Pages 59 & 60 • (LP) | | | |



Worldview Worksheets
for Use with
Worldviews in Conflict



Vocabulary: (Write out the definitions of the following words.)

Analysis —

Centralization —

Cynicism —

Empiricism —

Foundational —

Humanism —

Incarnate (adjective) —

Incarnate (verb) —

Materialism —

Presupposition —

Reform —

Skepticism —



Study Questions

1. How were Klebold and Harris (the Columbine killers) similar to Leopold and Loeb, who murdered a young schoolboy seventy-five years earlier?
2. What two major cultural movements emerged from of the period spanning the thirteenth to fifteenth centuries?
3. What are the two worldviews that have battled for the hearts and minds of the Western world? Which one has won the most ground since 1400?
4. What two forms of knowledge did Thomas Aquinas identify?
5. In the end, which of these two forms of knowledge consumed the other in Western thinking?
6. What was René Descartes' first proposition?



Vocabulary: (Write out the definitions of the following words.)

Anthropology —

Deism —

Determinism —

Egalitarian —

Egalitarianism —

Epistemology —

Ethics —

Metaphysics —

Nihilism —

Protestant Reformation —

Socialism —

Socialist —

Sovereignty —

Statism —

Statist (adjective) —



Study Questions

1. What is metaphysics?
2. What is ethics?
3. What is epistemology?
4. Who is the source of truth, ethics, and reality, according to the humanist?
5. What does the word *autonomy* mean?
6. What is the problem with man making himself a god?

7. What is a worldview?

8. What is the highest good?

9. What are the words that will be used to judge us at God's final judgment at the end of time?

10. How might you better live to God's glory yourself?

11. In which areas in your life do you still need to give God first place? How can you restore the centrality of God in your life?

Exams

A. Match the year with the event: (10 Points)

- | | |
|---------------|--|
| 1. ____ 1274 | A. René Descartes, the father of humanist rationalism, is born. |
| 2. ____ 1596 | B. Prayer is removed from the public schools in America. |
| 3. ____ 1652 | C. The death of Thomas Aquinas, the man who allowed Christians to build philosophical knowledge on human reason. |
| 4. ____ 1750s | D. Karl Marx publishes the <i>Communist Manifesto</i> . |
| 5. ____ 1848 | E. America incorporates a graduated income tax as recommended by Karl Marx. |
| 6. ____ 1859 | F. The first Unitarians deny the Trinity as being irrational to the modern humanist mind. |
| 7. ____ 1876 | G. The song “My Grandfather’s Clock” is published. |
| 8. ____ 1913 | H. Ke\$ha sings about cannibalism. |
| 9. ____ 1924 | I. Charles Darwin publishes <i>Origin of Species</i> . |
| 10. ____ 1963 | J. Columbine High School Massacre occurs. |
| 11. ____ 1999 | K. The first primer published in American begins with “A—In Adam’s Fall, we sinned all.” |
| 12. ____ 2010 | L. Leopold-Loeb Murder occurs. |

B. Match words with their correct definitions: (10 Points)

- | | |
|----------------------------|---|
| 1. ____ Epistemology | A. To be a law to oneself |
| 2. ____ God | B. A theory or view of what is true |
| 3. ____ Metaphysics | C. A humanist movement |
| 4. ____ Autonomy | D. A theory or view of what is right and wrong |
| 5. ____ Biblical worldview | E. The Source of all reality, truth, and ethics |
| 6. ____ Ethics | F. A theory or view of reality |
| 7. ____ Humanist worldview | G. Holds that God is ultimate |
| 8. ____ The Renaissance | H. A biblical, God-centered movement |
| 9. ____ The Reformation | I. Holds that man is ultimate |

C. Multiple Choice: (10 Points)

- Between AD 1100 and 2000 institutions tried to centralize power. Which of the following best represents the historical pattern for these attempts to centralize power?
 - People (1100–1500) . . . Pope (1500–1800) . . . Prince (1800 to Present)
 - Pope (1100–1500) . . . Prince (1500–1800) . . . People (1800 to Present)
 - Prince (1100–1500) . . . People (1500–1800) . . . Pope (1800 to Present)
 - People (1100–1500) . . . Prince (1500–180) . . . Pope (1800 to Present)
- Which philosopher directly influenced Leopold and Loeb and the Columbine killers?
 - Thomas Aquinas
 - René Descartes
 - Immanuel Kant
 - Charles Darwin
- Which of the following does NOT belong in a list of humanist-leaning philosophers?
 - Erasmus
 - Martin Luther
 - René Descartes
 - Charles Darwin
- Which of the following does not belong in a list of Reformers (from the Protestant Reformation)?
 - John Knox
 - John Calvin
 - Martin Luther
 - Thomas Aquinas
- Which of the following best represents the crux of the worldview conflict?
 - The battle over economics: Marxist communism vs. Free market capitalism.
 - The battle over origins: Creation vs. Evolution
 - The battle over who will be God: The God of the Bible vs. Man
 - The battle over religion: Protestantism vs. Catholicism
- What is the difference between the first Humanist Manifesto and the second?
 - Humanist Manifesto I emphasized the primacy of the state (corporate man) over the individual.
 - Humanist Manifesto I was more focused on evolution.
 - Humanist Manifesto I spelled out plans to massacre hundreds of millions of people.
 - Humanist Manifesto I set out to remove prayer from public school classrooms.

E. Bonus Question (5 Points)

1. What is the connection between Thomas Aquinas, René Descartes, and Charles Darwin?

A. Multiple Choice: (5 Points)

1. Which philosopher was the father of the French Revolution?
 - A. John Locke
 - B. Jean Jacques Rousseau
 - C. Friedrich Nietzsche
 - D. Rene Descartes
2. Which philosopher taught that “All is One” and verged on an eastern mysticism in his teachings?
 - A. Ralph Waldo Emerson
 - B. John Dewey
 - C. Jeremy Bentham
 - D. Karl Marx
3. Which of the following philosophers did not influence Karl Marx?
 - A. Charles Darwin
 - B. Immanuel Kant
 - C. Jean Jacques Rousseau
 - D. Jean-Paul Sartre
4. Which philosopher is known for toying with Nihilism but landing on a philosophy known as “will to power”?
 - A. Charles Darwin
 - B. Friedrich Nietzsche
 - C. John Dewey
 - D. Karl Marx
5. Which of the following men were influenced strongly by Friedrich Nietzsche according to their own admission?
 - A. Adolf Hitler
 - B. John Dewey
 - C. Sigmund Freud
 - D. Jean-Paul Sartre

B. Identifying the Form of Denying Faith: (10 Points)

Identify the religious background of the following men by the designation of either “Protestant” or “Catholic.” Also identify (as best as you can) their religious commitment at the time of their death.

| Philosopher | Religious Background | Religious Commitment at Death |
|-------------|-----------------------|-------------------------------|
| 1. | Rene Descartes | |
| 2. | John Locke | |
| 3. | Jean Jacques Rousseau | |
| 4. | Jeremy Bentham | |
| 5. | Ralph Waldo Emerson | |
| 6. | Karl Marx | |
| 7. | Charles Darwin | |
| 8. | Friedrich Nietzsche | |
| 9. | John Dewey | |
| 10. | Jean-Paul Sartre | |

C. Identifying Ideologies: (10 Points)

Match the ideology to the philosopher best known for espousing it.

- | | |
|-------------------------------|---|
| 1. ____ Rene Descartes | A. Communism |
| 2. ____ John Locke | B. Utilitarianism |
| 3. ____ Jean Jacques Rousseau | C. Nihilism |
| 4. ____ Jeremy Bentham | D. Existentialism |
| 5. ____ Ralph Waldo Emerson | E. Transcendentalism |
| 6. ____ Karl Marx | F. Evolutionary Naturalism |
| 7. ____ Charles Darwin | G. Rationalism |
| 8. ____ Friedrich Nietzsche | H. Romanticism and Revolutionary Statismt |
| 9. ____ John Dewey | I. Pragmatism |
| 10. ____ Jean-Paul Sartre | J. Empiricism |

D. Fill in the Blank: (13 Points)

1. Aquinas would say, "There are two forms of knowledge: philosophical science and _____ science. But the Bible advocates two forms of _____ (Psalm 19).
2. Aquinas would say that philosophical science is built up by human _____. But the Bible says that natural man _____ the truth in unrighteousness (Romans 1:18).
3. Descartes would say, "I think therefore I am." But Paul would say, " _____ " therefore I am. (Reference Acts 17:28.)
4. John Locke would say, "The two fountains of knowledge are _____ objects and the internal operations of our own minds. According to Colossians 2:3, the one source of truth and knowledge is _____.
5. Jean-Jacques Rousseau would say, "Man is born free." The Bible says man is born enslaved to _____ (Romans 6:16, Ps. 51:5).
6. The goal of education according to Rousseau is to make good _____. The goal in everything we do is to _____, according to 1 Corinthians 10:31.
7. Karl Marx believes that the major problem with the world is _____. According to Romans 3:10,11,23,24, man's problem that requires redemption is _____.
8. Emerson believed that he was part or particle of God. But Psalm 100:3-4 teaches us that _____ made us and not we ourselves.
9. Jeremy Bentham argued that one should do that which produces the most _____ for the community or the individual. But Romans 7:7, 12, 14 teaches that evil or sin is defined by _____.
10. Charles Darwin spoke of the extermination of the savage _____. The Bible says that all human beings descended from _____. (Reference 1 Cor. 15:22, Rom. 5:12-14.)
11. Friedrich Nietzsche despised the slave-morality of compassion, humility, and diligence. But Jesus said, "Blessed are the meek, for they shall _____." (Reference Matthew 5:5.)
12. John Dewey taught that man alone was responsible for realizing the world of his dreams. But Proverbs 16:9 says that man _____ his way, but God _____ his steps.
13. Jean-Paul Sartre wrote that "Hell is _____." But at the creation of Adam, God said that it is not good for man _____.

D. Short Answers: (2 Points)

1. Why did John Dewey consider Charles Darwin the most important thinker in 2000 years?
2. How does this course illustrate Jesus' teaching concerning teachers—"By their fruits ye shall know them"?
3. (Extra Credit—5 points) How did Thomas Aquinas serve as the root problem for John Locke and Rene Descartes? How did Locke and Descartes serve as the root problem for the philosophers that came after them?

Essay Assignments

Essay Assignment 1

Write a 750-1000 word essay on any of the following topics:

1. Define humanism, and then trace the growth of modern humanism from the time of Aquinas to the modern day. Give several examples of the outworking of humanism into our political and social systems.
2. Ideas have consequences. Explain how this is illustrated in the lives of the young killers, Leopold and Loeb, and Klebold and Harris.
3. Describe the basic elements of a Christian epistemology and contrast this with other epistemological views presented in Part I.
4. Describe the basic elements of Christian ethics and contrast this with other ethical theories presented in Part I.

Essay Assignment 2

Write a 750-1000 word essay on any of the following topics:

1. Choose one of the philosophers discussed in Part II. Provide a summary and biblical critique of their teachings.
2. Jesus said, "By their fruits, ye shall know them." Illustrate this teaching from the lives of the men considered in this course. Point out how their fruits tie into the things that they taught. You may choose one of the men or use several as examples in your essay.
3. Trace the application of Marx's political philosophy in one particular country in the West. Draw from historical events, legislation, and statistics.
4. Summarize the shift away from a biblical theory of truth. Start with Thomas Aquinas and end with Jean-Paul Sartre.

Answer Keys

Worldview in Conflict — Worksheet Answer Keys

Chapter 1

Study Questions

1. Dylan Klebold and Eric Harris were inspired by Darwinian thinking, as were Leopold and Loeb.
 2. The Reformation and the Renaissance.
 3. A God-centered biblical worldview and a man-centered humanist worldview. The humanist worldview has won the most ground thus far. But the battle is not over yet!
 4. Philosophical knowledge and theological knowledge from the Bible.
 5. Philosophical knowledge built on man's reason consumed the theological knowledge.
 6. "I think, therefore I am" (cogito, ergo sum).
 7. The humanists teach that man is ultimate (the source of his own truth, ethics, and reality). Christians teach that God is ultimate.
 8. A biblical worldview. Children studied biblical doctrine, the Psalms, and Isaac Watt's hymns.
 9. The school books were purged of references to God and the Bible by 1920. It wasn't until the 1960s that the Ten Commandments and prayer were finally removed by the humanists then firmly in control in America.
 10. Humanism had brought about great devastation—tyranny, wars, and hopelessness.
 11. Answers may vary.
 12. Answers may vary.
5. To be a law to yourself.
 6. Man makes a poor god. He does not know all things. He cannot possibly control all things. Man would only create a host of competing gods, with competing law systems.
 7. A worldview is made up of fundamental beliefs relating to metaphysics, epistemology, and ethics. A person's worldview defines that person's approach to reality, truth, and behavior.
 8. God's glory.
 9. The words of Jesus Christ.
 10. Answers may vary.
 11. Answers may vary.

Chapter 2

Study Questions

1. The study of reality. The discipline of metaphysics asks, "What is real?"
2. The study of what is right and wrong, or good and evil.
3. The study of truth. In other words, what is true? What is the basis for truth?
4. Man.

Chapter 3

Study Questions

1. Divine Science and Philosophical Science.
2. For man's salvation.
3. By revelation.
4. By man's reason.
5. The human mind cannot receive the things of God without God's help because the mind has been corrupted by the fall. Man's worldview is permanently skewed (short of the grace of God illuminating his mind by the Spirit and by the Word).
6. Greek philosophies are vain and deceptive.
7. We cannot safely rely on man's reason. Man's reasoning capability has been perverted by the fall, and he is incapable of providing a solid basis for truth and ethics by his own reason (unaided by God's divine revelation and God's Spirit). Man relied on God's verbal revelation even before the fall of man into sin. God spoke to Adam from the very beginning in the garden. After the fall, man's reason was even more badly tainted and subject to layer upon layer of deception from the devil (2 Cor. 4:4).
8. Aquinas is very appreciative of Aristotle's thinking. He sees very little wrong with it.

Worldview in Conflict — Match the Philosophy... Answer Keys

I. Match the Philosophy or Characteristic with the Great Influential Thinker of the West

1. Aquinas
2. Descartes
3. Descartes
4. Descartes
5. Aquinas
6. Pascal
7. Aquinas
8. Luther

II. Match the Philosophy or Characteristic with the Great Influential Thinker of the West

1. Locke
2. Rousseau
3. Solomon
4. Descartes
5. Descartes
6. Rousseau
7. Rousseau
8. Aquinas
9. Rousseau
10. Locke
11. Rousseau
12. Aquinas
13. Luther

III. Match the Philosophy or Characteristic with the Great Influential Thinker of the West

1. Aquinas
2. Locke, Descartes
3. Locke
4. Aquinas
5. Rousseau, Locke
6. Emerson

7. Marx
8. Emerson
9. Marx
10. Whitman

IV. Match the Philosophy or Characteristic with the Great Influential Thinker of the West

1. Locke
2. Marx
3. Rousseau
4. Emerson
5. Darwin
6. Bentham
7. Whitman
8. Marx, Rousseau
9. Locke
10. Darwin
11. Marx
12. Rousseau

V. Match the Philosophy or Characteristic with the Great Influential Thinker of the West

1. Freud, Hitler, Sartre
2. Dewey, Nietzsche
3. Dewey, Marx
4. Emerson
5. Mill
6. Aquinas
7. Descartes, Locke
8. Bentham
9. Rousseau
10. Rousseau, Marx, Dewey
11. Emerson
12. Dewey, Nietzsche

VI. Match the Philosophy or Characteristic with the Great Influential Thinker of the West

1. Descartes
2. Bentham
3. Hawthorne
4. Twain
5. Shakespeare
6. Twain and Marx
7. Hawthorne
8. Twain
9. Nietzsche
10. Darwin
11. Marx, Twain, Sartre

2. Hawthorne
3. Descartes
4. Emerson
5. Marx, Nietzsche
6. Nietzsche
7. Darwin
8. Dewey
9. Sartre
10. Hawthorne
11. Sartre
12. Hemingway
13. Nietzsche, Twain
14. Darwin
15. Nietzsche

VII. Match the Trajectory with the Great Influential Thinker of the West

1. Locke

Worldview in Conflict 🔑 **Exam Answer Keys**

Exam I (Total: 40 Points)

A . Match the year with the event

1. C
2. A
3. F
4. K
5. D
6. I
7. G
8. E
9. L
10. B
11. J
12. H

3. F
4. A
5. G
6. D
7. I
8. C
9. H

C . Multiple Choice

1. B
2. D
3. B
4. D
5. C
6. A
7. D

B . Match the words with their correct definition.

1. B
 2. E
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D . Short Answer