



TEACHER'S GUIDE

Dave Raymond's Christendom



Dave Raymond's
Christendom
SEMESTER I

Teacher's Guide

Sequence, Grading Guides & Answer Keys

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Answer Key to Readings & Exams

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How to Use This Curriculum

Introduction

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

The course is designed to fill two semesters. It covers 26 lessons with the goal of completing one lesson per week. Each lesson is broken down into five different lectures (approximately 20 minutes each) with associated readings, assignments, or exams. You can assign one lecture a day or you can go through two or more lectures in one day. Additionally, the readings in the second semester are sometimes much longer than the readings in the first. Feel free to abridge any of the writings to more appropriately challenge your student. He or she will be the best gauge of how much to cover per day or week.

The components of the course:

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

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

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

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

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

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

Scope & Sequence

One lesson is normally completed per week. Use the chart on the next few pages to mark off what has been finished. Only exams, essays and projects are scored.

If an assignment asks one or more questions, these are meant to be considered by the student as he or she does the reading. You can also use these questions as a way to discuss the lesson with your student after the lesson and readings are complete.

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

*See Portfolio & Project Guide for more details

SCOPE & SEQUENCE

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

SEMESTER BREAK

Portfolio & Project Guide

Portfolio

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

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

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

Portfolios are graded upon completion, presentation, craftsmanship, and the following of directions. The next section of this book, "Grading Guide," contains helpful rubrics for the Portfolio.

Content abridged for sample

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 Julius Caesar assassinated?” is easy and straightforward. But grading the question, “Why did Rome never return to a Republic once Augustus became emperor?” 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.

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

On Projects

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

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

Name _____ Date _____

Portfolio Grading Sheet | 1st Quarter

Requirements: Has the student met the required number of portfolio entries along with his or her assigned topics? _____
out of 10 points

Consistency: Has the student shown diligence in regularly making entries with a variety of— or a consistency in—presentation methods? (*i.e.*, prints, pictures, maps, original artwork, etc.) Has the student met the required items for each entry and included captions? _____
out of 10 points

Craftsmanship: Has the student put purposeful effort into his/her work with a desire for artistic quality? _____
out of 10 points

Presentation: Has the student arranged the material well and presented it in an attractive manner? Has the student followed all directions? (Binding? Paper quality? Title page?) _____
out of 10 points

TOTAL PORTFOLIO SCORE _____
out of 40 points

Portfolio Grading Sheet | 2nd Quarter

Requirements: Has the student met the required number of portfolio entries along with his or her assigned topics? _____
out of 10 points

Consistency: Has the student shown diligence in regularly making entries with a variety of— or a consistency in—presentation methods? (*i.e.*, prints, pictures, maps, original artwork, etc.) Has the student met the required items for each entry and included captions? _____
out of 10 points

Craftsmanship: Has the student put purposeful effort into his/her work with a desire for artistic quality? _____
out of 10 points

Presentation: Has the student arranged the material well and presented it in an attractive manner? Has the student followed all directions? (Binding? Paper quality? Title page?) _____
out of 10 points

TOTAL PORTFOLIO SCORE _____
out of 40 points

Content abridged for sample

LESSON 2

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

LECTURE 2.1

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

SAMPLE ANSWER

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

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

LECTURE 2.2

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

SAMPLE ANSWER

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

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

LECTURE 2.3

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

SAMPLE ANSWER

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

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

LECTURE 2.4

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

SAMPLE ANSWER

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

LECTURE 2.5 | ▲ EXAM #2

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

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

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

Emperor Tiberius

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

shepherd to shear his flock, not fleece it”

- Banished or executed those suspected of treason

Emperor Caligula

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

3. *What does the name Pentecost mean?*

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

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

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

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

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

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

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

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

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

Emperor Claudius

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

Emperor Nero

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

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

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

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

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

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

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

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

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

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

Simon Peter

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

Andrew

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

James son of Zebedee

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

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

Philip

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

Bartholomew or Nathanael

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

Thomas Didymus

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

Matthew or Levi son of Alphaeus

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

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

Simon the Cananaean or Zealot

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

Thaddaeus

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

James son of Alphaeus—James the Less

- Possible mission to Persia
- Martyred

Matthias

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

John, brother of James

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

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

Content abridged for sample

LESSON 4

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

LECTURE 4.1

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

SAMPLE ANSWER

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

LECTURE 4.2

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

SAMPLE ANSWER

W.E.H. Lecky separates Christianity and paganism based on their influence over morals. He writes that Christians do not have casual, indirect, or loose moral influence. That it is the marking of a pagan religion. Unlike pagans, Christians make moral discipline a priority. According to Lecky, Christianity changed the world by giving all men unity, or “fraternity” in Christ. The nations of Antiquity could not comprehend this, from the Greeks to the Romans and beyond. He writes, “it was one of the most important services of Christianity, that besides quickening greatly our benevolent affections it definitely and dogmatically asserted the sinfulness of all destruction of human life as a matter of amusement, or of simple convenience, and thereby formed a new standard higher than any which then existed in the world.”

LECTURE 4.3

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

SAMPLE ANSWER

Justin Martyr demands justice from the Romans in *First Apology*. He writes that the reasonable should honor and love what is true. He implores them as reasonable, pious, just people, and begs that they pass accurate judgment on the

persecution that is taking place against Christians. He demands that the charges be investigated and claims that Christians are unjustly condemned for their mere name and he confesses that they are not atheists with regard to the most true God. Many Christians are condemned for the actions of a few. He also explains the virtuous, reasonable, wonderful nature of the faith, and argues that Christians should not be persecuted for following Christ's teaching.

LECTURE 4.4

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

SAMPLE ANSWER

In this diary of Perpetua, she shows remarkable faithfulness. She was twenty-two years old and had an infant son at the time. She called herself a Christian, and her very own father was angry about it. She was separated from him, and became baptized. She was lodged in prison for her faith and terrified. She endured many trials and lost her health. During this time, she found comfort in speaking to the Lord. He then gave her a vision of a ladder to heaven. There were many weapons and pains on the way up, but she was not afraid; under Christ's name, none could harm her. Then, she had a vision of a garden. She shared these visions to her brother, giving him hope in trials. Her father tries to persuade her to denounce the name of Christ. She responded by saying that everything, including the prisoner's dock, happened by God's will. As Christians, we are not left to ourselves, but His power. She refused to denounce the

name of Christ for anything, and showed great faithfulness. She survived being placed in an amphitheater and being attacked by an Egyptian. She marched with "shining confidence and calm step, as the beloved of God, as the wife of Christ." She, and her fellow believers, faced martyrdom with courage and faith.

LECTURE 4.5 | ▲ EXAM #4

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

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

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

- Italy
- Gaul
- Spain
- Germany
- Britain
- North Africa
- India
- Edessa
- Armenia

- Persia
- Mesopotamia
- Asia Minor
- Egypt
- Crete
- Arabia

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

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

4. *How did Christianity promote charity?*

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

5. *How did Christianity change slavery?*

Christianity transformed slavery. In every ancient culture, slaves were captives, poor, and abandoned. Even Aristotle called slaves barbarians by birth and "living tools." The Gospel neither condemned slavery or called for emancipation; therefore, Christianity saw slaves as fellow sisters and brothers in

Christ. Additionally, slaves were martyrs and bishops. Marriage between slaves and freemen was sanctioned and conducted by the church, though illegal under Roman law. There are also many records of mass emancipations upon baptism.

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

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

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

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

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

Marcus Aurelius was a philosopher king. His worldview assumed that the universe was ruled by a pantheon. He had no solu-

tion to the problem of evil and wrote that it is best to leave the world as soon as possible. This worldview is hollow compared to Christianity, which has one true God who rules over good and evil, and promises eternal life to those who trust in Him; these same people are called to work in the world and make it more like Christ's kingdom.

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

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

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

The Gnostics chose a twisted version of the truth of Christianity. They claimed knowledge came from God, but denied the goodness of creation. They taught that God was completely separate from creation and acted through lesser deities. The Gnostic gospels twisted the words of the apostles towards disturbing lies.

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

Irenaeus of Lyon

- Greek Christian parents in Smyrna
- Greek education in classics
- Discipled by Papias and Polycarp
- Loved Asia Minor but was willing to leave for church need in Lyon, Gaul
- Succeeded Pothinus as pastor of

church after persecution of 177 A.D.

- Against Gnosticism
- Constant use of NT
- Dealt with schism in church over dating of Easter
- Laid the groundwork for the Apostle's Creed
- Underwent persecution of Severus; had legions surround Lyon, general massacre of Christians (men, women, children, elderly alike)
- Death of Irenaeus at 87, like Polycarp

Origen of Alexandria

- 185-254 A.D.
- Born in Alexandria, trained by Clement of Alexandria
- Memorized whole sections of Bible
- Head of Alexandrian school: learned Hebrew
- Extreme ascetic—one coat, no shoes, no meat or wine, bare floor for bed, castrated self (later repented of this)
- Incredible exegesis; commentaries on almost every book of Bible
- Arrested and tortured under Decius (249-251)
- Origen died from wounds received in torture

Tertullian of Carthage

- 160-220 A.D.
- Born Quintus Septimius Florens Tertullianus in Carthage
- Pagan parents; father was Roman Centurion & Proconsul in Africa
- Tertullian given a liberal education, came to Rome
- Married: faithful, praises marriage and common faith
- Encountered Christian martyrs who died at stake with an otherworldly coolness, read Scriptures and found fulfillment of prophecies remarkable
- Tertullian returned to Carthage to live through persecution
- Wrote "Prescriptions Against Heretics" against Gnosticism
- Joined Montanists; appeal to their asceticism
- Later left and returned to lead the church in Carthage till death in 220 A.D.
- Laid groundwork for later councils on trinity saying God is one substance, 3 persons

12. List the five patriarchates.

- Jerusalem
- Rome
- Constantinople
- Alexandria
- Antioch