

Unit One: Perspective

Date Due (August)	Assignments	Student's Friend	Documents
T19	Turn in completed Student Interest Survey .		<i>Voyager: The Gold Record</i>
W20	Read Acts 17: 16-34 and Student's Friend pp. 1-2. Complete Assignment 1.1. Practice Daily Quiz over Syllabus.	Pp. 1-2 (Handout)	Acts 17:16-34 SOAPS form
F22	Read text pp. 34-37. Complete 1.2. Daily Quiz 1.2 over reading.		
T26	Read pp. 37-40. Complete 1.3. Daily Quiz 1.3 over reading.		Video: <i>The Pursuit of Perfection</i>
W27	Read text pp. 40-44. Complete 1.4. Daily Quiz 1.4 over distinguishing characteristics of Socrates, Plato, and Aristotle. Construct Venn Diagram comparing selected elements of Hebrew Monotheism with Greek Philosophy (in class).	Pp. 13-14 (Handout)	<i>The Republic: The Simile of the Cave</i> I John 1:5-7
F29	Unit One Test incorporating class notes, assignment items, Venn diagram, and unit vocabulary.		

Map assignments:

M25	Selected World Features Map (in class)
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Assignments for Unit One

*Please type each on a separate sheet of paper. Include full name, class period, and assignment number. Use quotation marks if quoting the text, but **strive to explain concepts in your own words**. Save returned assignments, as these will aid your study for the test over this unit.*

1.1

Complete Handout 1.1 and submit on Wednesday, August 20. Typing not required.

1.2

THE RELIGION OF THE ISRAELITES

1. This introduction defines polytheism as “the worship of many gods,” and monotheism as “the worship of one universal God.” Does monotheism allow for the *belief* in many gods, even if only one is worshipped? How would this impact the Christian (building on the Hebrew) understanding of law and the duties of the individual? Is it idolatrous to *believe in* more than one god? Is it intolerant to *believe in* only one God? Give your opinion in a paragraph.

THE MONOTHEISTIC REVOLUTION

2. Why does the text call Hebrew monotheism “revolutionary”? What is distinctive about the Hebrew concept of God and religion? Respond in a brief paragraph, using support from the text.
3. Using the text and your own knowledge, list three points of agreement between Judaism and Christianity. Then identify one difference.

1.3

GREEK PHILOSOPHY

1. Assess the importance of naturalistic rationalism in the Greek view of the world. Speculate on how this may have contributed to the phenomenon mentioned in Acts 17, the altar to “An Unknown God” at Athens.

REASON AND THE SCIENTIFIC SPIRIT

2. Briefly explain one main idea of each:

Thales
Anaximander
Heraclitus
Leucippus and Democritus (idea common to both)

3. In a paragraph, explain why the Greeks’ study of the natural world led them to study human law and government. See also last paragraph of p. 43 for examples.

1.4

POLITICAL AND MORAL PHILOSOPHY

1. In a paragraph, explain why the *polis* and its problems were the central concern for Greek philosophers.
2. Choose two philosophers (from among Socrates, Plato, and Aristotle) and explain the plans of each to “fix” the *polis*. Include one brief paragraph for each.
3. Which philosopher developed the *best plan* for dealing with the issues in the *polis*? Support your opinion with two specific reasons.

Unit Tools

SOAPS—Basic document analysis identifying Subject, Occasion, Audience, Purpose, and Speaker.

Venn Diagram—Visually compares and contrasts selected elements of two belief systems

Vocabulary

- perspective
- progressive school
- cyclical school
- providential school
- primary source
- secondary source
- B.C.
- A.D.
- C.E.
- hemisphere
- equator
- climatic zones
- polytheism
- monotheism
- morality, moral
- revolution, revolutionary
- Messiah
- Torah
- naturalism
- rationalism
- philosophy
- atomists
- sophists
- polis
- epistemology
- teleology
- Judeo-Christian
- Greco-Roman

Acts 17:16-34

- 16 While Paul was waiting for them in Athens, he was greatly distressed to see that the city was full of idols.
- 17 So he reasoned in the synagogue with the Jews and the God-fearing Greeks, as well as in the marketplace day by day with those who happened to be there.
- 18 A group of Epicurean and Stoic philosophers began to dispute with him. Some of them asked, "What is this babbler trying to say?" Others remarked, "He seems to be advocating foreign gods." They said this because Paul was preaching the good news about Jesus and the resurrection.
- 19 Then they took him and brought him to a meeting of the Areopagus, where they said to him, "May we know what this new teaching is that you are presenting? You are bringing some strange ideas to our ears, and we want to know what they mean."
- 21 (All the Athenians and the foreigners who lived there spent their time doing nothing but talking about and listening to the latest ideas.)
- 22 Paul then stood up in the meeting of the Areopagus and said: "Men of Athens! I see that in every way you are very religious.
- 23 For as I walked around and looked carefully at your objects of worship, I even found an altar with this inscription: TO AN UNKNOWN GOD. Now what you worship as something unknown I am going to proclaim to you.
- 24 "The God who made the world and everything in it is the Lord of heaven and earth and does not live in temples built by hands.
- 25 And he is not served by human hands, as if he needed anything, because he himself gives all men life and breath and everything else.
- 26 From one man he made every nation of men, that they should inhabit the whole earth; and he determined the times set for them and the exact places where they should live.
- 27 God did this so that men would seek him and perhaps reach out for him and find him, though he is not far from each one of us.
- 28 'For in him we live and move and have our being.' As some of your own poets have said, 'We are his offspring.'
- 29 "Therefore since we are God's offspring, we should not think that the divine being is like gold or silver or stone-- an image made by man's design and skill.
- 30 In the past God overlooked such ignorance, but now he commands all people everywhere to repent.
- 31 For he has set a day when he will judge the world with justice by the man he has appointed. He has given proof of this to all men by raising him from the dead."
- 32 When they heard about the resurrection of the dead, some of them sneered, but others said, "We want to hear you again on this subject."
- 33 At that, Paul left the Council.
- 34 A few men became followers of Paul and believed. Among them was Dionysius, a member of the Areopagus, also a woman named Damaris, and a number of others.

(NIV)

Name _____ Per. ____

Document:

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World History 2

1.1 The Waves of History

(Read Acts 17: 16-34 and Student's Friend pp. 1-2.)

You should be able to:

- Identify and describe a worldview.
- Articulate the main tenets of a Christian worldview.
- Describe some broad movements of people in world history.
- Contrast the Greek concept of gods and goddesses with the Christian idea of God.
- Define *perspective, sources, BC, AD, CE, hemisphere, equator, and climate zones.*
- Connect a society's concept of divine law with the idea of individual duty.

Read Acts 17:16-33. Paul was a missionary who had become a Christian after practicing Judaism, and had left his homeland to carry Christianity to other parts of the Roman Empire. When he entered Athens, sometime between 50 and 70 AD, five centuries had passed since the city-state's "Golden Age." Its reputation for philosophy, though, had endured, and when Paul addressed the crowd in the Areopagus, he presented the history of the world in a few brief statements, drawing upon Greek traditions and literature.

1. Describe the Athenian attitude toward religion as portrayed in verses 22 and 23.

2. Identify four attributes of God identified in verses 24 and 25.
 - a.
 - b.
 - c.
 - d.

3. According to verse 26, why are there different civilizations around the world?

4. What, in verse 27, is God's plan for people in all areas of the world?

5. After reading “The Waves of History,” list three topics on this page that you would like to learn more about.

a.

b.

c.

6. Analyze the statement, “Although history is a search for truth, anything we know might be wrong because our knowledge of the past is always incomplete.” Do you believe this? Why or why not?

7. Explain the difference between primary and secondary sources.

8. Label the timeline below. Include AD 2006; 500 BC; AD 1; 200 BC; and 2006 BC.



9. Why do you think it is easier for people to divide the world into Northern and Southern Hemispheres than it is to divide it into Eastern and Western Hemispheres?

10. Label the earth’s climate zones. Include the tropics, temperate zones, and Arctic/Antarctic Circles.

