

EXPLORING WORLD HISTORY
STUDENT REVIEW

Exploring World History Student Review
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Bible Commentary and Literary Analysis by Ray Notgrass
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Pictured on the cover (courtesy Library of Congress unless otherwise noted): Iona III, builder of the Rostov Kremlin and the Belaia Palata, Jewish Woman by Tancred R. Dumas, Portrait of an African Gentleman by Jan Mostaert (Web Gallery of Art), Portrait of a Chinese man by Keibun Matsumura, Rose and Silver: The Princess from the Land of Porcelain by James Abbot McNeill Whistler (Web Gallery of Art), Québec by Francois Xaver Habermann, Evening glow at Koganei Bridge by Hiroshige Ando

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A Note to Parents

The *Exploring World History Student Review Pack* is a tool to measure your student's progress as they study *Exploring World History*. It includes three books: the *Student Review*, the *Quiz and Exam Book*, and an *Answer Key*. This material is intended to enhance your student's study of world history. Please do not let it become a burden. Students should focus on learning about the issues, the people, and the scope of world history, as they enjoy the literature and the primary documents and grow in their understanding of God's Word. We pray you and your student have a successful journey through the history of the world!

Student Review

The *Student Review* includes review questions, commentary on Bible readings, and literary analysis of the twelve literature titles we suggest students read as they study *Exploring World History*. The material in the *Student Review* is arranged in the order in which a student will come to it as they study the course. The assignment box at the end of each lesson in *Exploring World History Part 1* and *Part 2* prompts your student to refer to the questions, commentary, and literary analysis at the appropriate time.

Review Questions. The *Student Review* includes review questions on each lesson, questions on selected readings from *In Their Words*, and questions on each of the twelve literature titles. Many parents require their students to write out answers to these questions on paper or on a computer; however, that is certainly not required. Other parents and students discuss the questions orally, and some parents use them for family discussion.

Bible Commentary. We encourage students to approach Scripture with a heart and mind open to God's Word. When there is a Bible reading assignment, we recommend that the student read the Biblical text first and then read the commentary included in this *Student Review*. This commentary is intended to help students gain a greater understanding of the message of the passages. It is not our intention to push any kind of particular doctrine, but simply to present information that is true to the message of God's Word.

Literary Analysis. We love good books. We have carefully selected the literature titles that are assigned with this course. If you want your student to simply read and enjoy the books, we think that is wonderful. If you would like them to dig a little deeper and analyze the literature, the tools for that are included in this book. As we said above, please do not let any of this material become a burden.

After this Note to Parents, we have included "Why, What, How, Why, and Why Not: A Primer for Literary Analysis of Fiction" (to be read after Lesson 25) and "What Do You Think About What He Thinks? A Primer for Analysis of Non-Fiction" (to be read after Lesson 40). Your student will be given a reminder when it is time for him or her to read these sections.

Quiz and Exam Book

The *Quiz and Exam Book* contains history quizzes and also periodic comprehensive exams in history, English, and Bible. The assignment box at the end of each lesson in *Exploring World History Parts 1* and *Part 2* prompts your student to take a quiz at the end of each unit and to take the comprehensive exams six times throughout the course. Each of these exams includes material from five units. The quizzes and exams have been designed so that you can tear out one at a time and have your student write directly on that piece of paper.

Preparing for Quizzes. To prepare for a unit quiz, the student should look back over the review questions for the first four lessons from that unit.

Preparing for Exams. To prepare for the comprehensive exams in history, English, and Bible, the student should review the following material:

History: Students should study the review questions and answers from the first four lessons of each of the previous five units.

Bible: Students should study the review questions and answers from the Bible lesson of each of the previous five units (the last lesson in each unit).

English: Students should review the questions that were asked from the selected *In Their Words* readings during the previous five units and the questions asked about the literature titles that were assigned during those five units. They should also review the titles, authors, and settings of those readings.

Answer Key

The *Answer Key* contains the answers to the review questions, quizzes, and exams, as well as the answers to questions posed in the literary analysis. The number in parentheses after an answer indicates the page number on which that answer is found in *Exploring World History Part 1* and *Part 2*.

Who, What, How, Why, and Why Not: A Primer for Literary Analysis of Fiction

People read books. Some books (think Shakespeare, Charles Dickens, and Jane Austen) are still widely read decades and even centuries after they were written. Many, many books (think of the highly forgettable ones you see in used book sales--over and over) are a flash in the pan or are even less noticeable. What's the difference? Is it just that most people like this book and most people dislike that one? Sort of, but it is more nuanced than that.

Literary analysis is studying the parts of a work of literature (such as plot, setting, characters, and narration) to see how the author uses them to create the overall meaning of the work as a whole. Professors, teachers, students, critics, and everyday people analyze works of literature: novels, short stories, poems, and non-fiction. They think about the story or plot of the book, how it develops, the characters in the book, the words and structure that the author uses, and other elements of the work.

People who analyze literature have developed standard methods. Primarily, this involves looking for elements that are found in most literary works. The purpose of literary analysis is to understand how a piece of literature works: how the writer constructs his or her story, and why the work affects readers the way it does.

Did you ever see yourself doing literary analysis? Does the phrase "literary analysis" make washing dishes or chopping firewood seem exciting? I understand. But it is more interesting than it might sound. Think of it as finding the answers to some big questions: "What makes a story good?" "What are the building blocks of great writing?" "Why do I keep thinking about that book and want to read it again?" "What is the difference between a book you stay up late to read and one that should be repurposed as a fire starter?" Even if you don't want to make a lifelong habit of literary analysis, as an educated person you should know the basics of how it works. It can also be kind of fun.

Literary analysis can help you appreciate the power of a work of literature. It can provide you with insights for a deeper appreciation of the next novel (or poem or history) you read. On a practical level, literary analysis is often what a classroom teacher wants students to do in order to understand a book. So literary analysis is good as long as it is a means to a good end and achieves a worthy goal. However, if literary analysis becomes an end in itself, or a way to show how much someone knows or thinks he knows about literature, or something that gets in the way of enjoying a work of literature, it no longer serves a good purpose. In other words, literary analysis has its place; but it is not the purpose of literature.

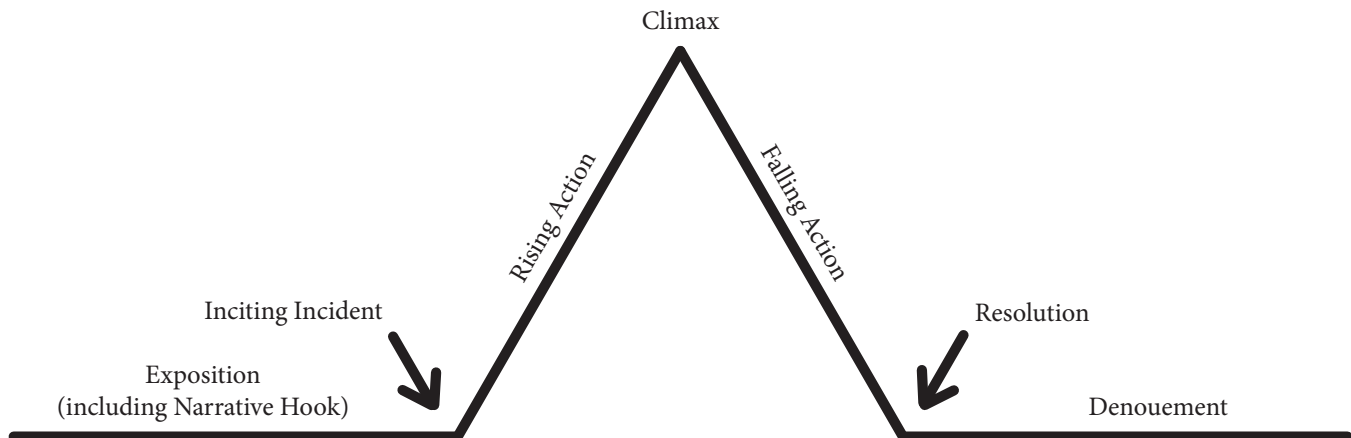
Writers do not write in order to have their work subjected to literary analysis. Nathaniel Hawthorne did not write *The Scarlet Letter*, nor did Charles Dickens write *A Tale of Two Cities*, for English teachers to analyze them to death or so that professors would have material for exams. They wrote because they had stories to tell; they wanted to connect on an emotional level with readers. These authors were successful because they did that well, and this is why their books are considered classic works of literature.

Here are some standard elements of literary analysis.

Plot

The **plot** is the story of a piece of **fiction**. Fiction is a work of imagined narrated prose, usually either a novel or a short story. The plot is what happens to make it a story.

Gustav Freytag was a nineteenth-century German novelist who found a typical pattern of plot development in Greek and Shakespearean dramas. The same pattern is found in most fictional literature. Freytag depicted it as a pyramid.



The examples below refer to *The Lion, the Witch, and the Wardrobe*.

Exposition: *laying out the situation and background, introducing the characters. (Within this element will often be a **narrative hook**, an event or description that gets you interested in the story and wanting to read more.)* Four children come to stay in a professor's country home. The narrative hook is when Lucy finds a magic wardrobe in a back room and visits Narnia: what will happen next?

Inciting incident: something that gets the story moving.

Lucy meets the faun, who expresses inner conflict over what he is doing.

Rising action: building drama; each significant event is called a complication.

All four children go to Narnia, they meet the Beavers, Edmund betrays his siblings to the White Witch, and so forth.

Climax: the single key event or turning point; the moment of greatest tension.

Aslan sacrifices his life on behalf of Edmund.

Falling action: events that occur as a result of the climax.

The good and evil creatures in Narnia have a battle.

Resolution: the event in which the main issue is resolved.

Aslan's side wins. The four children are established as kings and queens.

Denouement (day-new-maw): the finishing out and tying up of the details of the story.

The four children grow up, rule Narnia, and then return to their own world.

Freytag's Pyramid is only a typical plot development. It accurately describes the plots of many pieces of fiction, but there are many variations and exceptions. Writers do not necessarily write to the Freytag Pyramid. Don't try to force a work into the pyramid if it doesn't seem to fit. In addition, people will sometimes have different ideas about what is the narrative hook, inciting incident, resolution, or even the climax in a really dramatic story.

The key question to ask about the plot of a piece of literature is, "What is the **conflict**?" What is the issue that the main character needs to resolve? Is it conflict within himself, perhaps between what he wants and what he actually has? Is it a conflict between himself and another character, or between himself and the expectations of others? Is it the conflict of wanting to reach a goal but being unable to do so? What keeps or moves the character out of stability and causes tension? The tension between Pip and Estella is one conflict in *Great Expectations*. The quest for the ring is a continuing conflict in *The Hobbit* and *The Lord of the Rings* trilogy. A skillful writer

might have several lines of conflict in a work and interweave them into a gripping **narrative**. Conflict and struggle are how we grow as persons, so the conflict in a story is an important way for us to identify with the characters in the story.

The time, place, and social environment of a story is the **setting**. The plot unfolds in these surroundings. Is the story set among the working class of early nineteenth-century England, among fishermen of first-century Israel, among slaves in the southern United States just before the Civil War, or among homeschooling families of twenty-first century America? The setting will affect what characters know, their assumptions and aspirations, and how they act and speak. The geographical setting always impacts the development of the story: isolated mountain villagers will act and speak differently from urban dwellers. The rural and urban settings--and the conflict between them—in *Cry, the Beloved Country* are crucial to the story.

Another key element of the plot is the **structure** of the story, how it is told. A straight **chronological narrative** is simplest, but an author might want to use **flashbacks** (descriptions of events that happened earlier, out of chronological order) and **foreshadowings** (hints at things that will come later) to convey attributes of characters or particular feelings to the story.

Archetypes (ARK-eh-types) are typical or standard plot elements, such as a character on a quest, the pursuit of an elusive goal, the loss of innocence, or an initiation into a new situation. Many of the world's most famous works of literature include one or more of these elements because these situations make for a good story. Everyone goes through these times or has these dreams.

Characters and Characterization

- The **characters** are the people in a story.
- The **protagonist** is the main character of the story (Jo in *Little Women*).
- The **antagonist** is the character who works against the protagonist and provides some degree of conflict (the White Witch in *The Lion, the Witch, and the Wardrobe*).
- The **confidant** is someone to whom a character reveals his thoughts and motives (Margaret plays this role for Bessy and Mr. Bell plays this role for Margaret in *North and South*).
- The mentor teaches another character about life (Marmee in *Little Women*).
- A **foil** is often a minor character who by being a contrast illuminates another character (for instance, the slick operator who serves to highlight the integrity of the protagonist).
- Other typical characters are the **hero** (Sir Percy Blakeney, the Scarlet Pimpernel), the **scapegoat** (Tom Robinson in *To Kill a Mockingbird*), and the **buddy pair** (Don Quixote and Sancho Panza).
- A **round character** is three-dimensional, one whose personality is well-developed and who has some internal struggles expressed. In other words, he is believable and realistic. David Copperfield is a round character. A **flat character** is not developed in the story (Jethro in *The Cat of Bubastes*). A **stock character** portrays a stereotypical role, such as the cruel stepmother in *Cinderella*, the slow and dimwitted policeman, or the unemotional accountant. A stock character might be round or flat. A **dynamic character** changes during the story (matures or regresses, as Margaret Hale does in *North and South*), while a **static character** does not change (Fanny in *North and South*). A good author uses each character to advance the story in some way, not just to clutter the pages.

Characterization is the way that the author reveals the nature and personality of the characters. This is how the author makes a character real. What do you learn about a character in the course of the story? How do you learn about him or her? The narrator might tell the reader about a character (**direct characterization**), or the author might reveal a character's attributes by what the character says or does (**indirect characterization**). Typical methods of indirect characterization include a character's actions and his effect on others, a character's dress and appearance, how he talks and what he says, and the thoughts he reveals. The author might convey information about a character through his interactions with others, by what others say about the character, or by discrepancies between the character's reputation and his real actions or between what he says and what he does. A narrator (and through the narrator the author) might express an evaluation of a character by comments he or she makes. If a character grows or changes, how does the author show this: insights that she gains, experiences that teach her lessons, or by demonstrating different ways of acting or speaking over the course of the story?

Conflict within a character or between characters can be distinct from conflict in the story. In *A Tale of Two Cities*, for example, the conflict between the Defarges and the other French revolutionaries on one hand and the French aristocracy on the other is different from the conflict within Sydney Carton himself. What does a character do about conflict? Does he try to escape it, does he repress it, or does he address it?

Narrative

The Narrator. Who is telling the story? One key element of the narrative is the point of view of the narrator. The narrator might be **first person**, a character in the story. A first person narrator might be a major or a minor character in the story. The character David Copperfield is the first person narrator of the Charles Dickens novel by that name; the first-person narrator Ishmael in *Moby Dick* is a relatively minor character in that book. A narrator might be **third person**, one who is not a character in the story. The narrator might be **omniscient**, meaning that he or she knows the thoughts and motives of each character, or he might be **limited omniscient**, knowing the thoughts and motives of just one person. A narrator might be **objective**, not knowing anything about the inner thoughts of the characters except what the characters themselves reveal. One way to describe an objective narrator is that he knows and conveys only what a camera sees. A rare form of narration is **second person**, by which the author describes the reader himself going through the events of the story. Another rare form of narration is the **stream of consciousness** approach, in which the narrator relates the jumble of his own (or one character's own) thoughts as they occur to him. William Faulkner's *The Sound and the Fury* is told in a stream of consciousness approach.

An author chooses the narrative approach for a reason. In *Great Expectations*, the reader has much more sympathy for Pip, the main character and first person narrator, than he would if the story were told by a third person narrator, although Dickens used third person narrators in many of his works.

Narrative Mood. What is the **mood** or **tone** of the narration? Is the narrator light-hearted, angry, skeptical, condescending, or sad and defeated? The mood of the characters might be different from the tone the author conveys. The characters might be harsh and judgmental, but the narrator could be sympathetic to the victims of the harshness. Simon Legree is a harsh character in *Uncle Tom's Cabin*; but the author/narrator Harriet Beecher Stowe is sympathetic to Tom, the target of Simon's harshness. The author might have an agenda or cause he is trying to get across through the way the book is narrated. A rare approach is the unreliable narrator

who is so prejudiced that the reader cannot trust what the narrator says and has to filter what the narrator says to determine the truth. It is possible for an author to have a tone or agenda that is different from the tone or agenda of the narrator. For instance, the author might want to condemn the lifestyle of the rich and famous. To do so he makes the narrator so fawning toward and accepting of the rich and famous that it turns the reader off. This is a subtle form of sarcasm as a tone.

Narrative Style. An author will use a particular **style**, such as formal or colloquial language, or take a logical or emotional approach to the story. Does the author use **dialog**, which is the recording of direct quotes of conversations between characters, to advance the story?

Literary Techniques. How does the author use words to tell his story? He has several tools at his disposal.

- **Imagery** is using descriptive language to convey appearance or other attributes. It is painting pictures with words. Compare “We walked between two large rocks and came to a big field” to “The narrow passage between the towering cliffs opened into a meadow lush with wildflowers.”
- **Simile** is a comparison using like or as. “His encouragement was like a breath of fresh air to me.”
- **Metaphor** is a comparison in which one thing is said to be another. “You are a rock of stability to me.”
- **Symbolism** is the use of one thing to represent another. Literature often uses **archetypical symbols** to convey certain ideas: night often portrays mystery or evil; a mountain can represent an obstacle to overcome; winter and spring can represent death and rebirth.
- **Allegory** is an extended comparison, in which every or almost every character or event represents something else. *Animal Farm* is an allegory of the Russian Revolution.
- **Apostrophe** is addressing someone who is not present or something that is not human. “Caesar, thou art revenged” (from *Julius Caesar*, spoken after Caesar was dead).
- **Synecdoche** (sih-NEK-doh-key) is using a part for the whole. “Ten thousand feet marched down the street to an endless beat of drums” (people marched, not just feet).
- **Metonymy** (meh-TONN-eh-mi) is substituting one term for another because of the close association between the two. “The White House announced a new economic stimulus package today” (meaning the President or an administration official did so, not the physical structure at 1600 Pennsylvania Avenue in Washington, D.C.).
- **Hyperbole** is intentional overstatement. “I think of you a million times a day.”
- **Litotes** (LIH-tuh-teez) is intentional understatement. “His donation to the charity was not insignificant” (meaning it was significant).
- **Irony** is a contrast between appearance and reality. Irony can be situational (a man proposing marriage to a woman in a comical setting such as being stuck in a elevator, or characters trying to keep from laughing out loud in a quiet museum), verbal (one character doing something foolish and another character saying the opposite, such as, “That was an intelligent thing to do!”), or dramatic (the reader knows more than the character does, so the reader knows that it is ironic that the character is doing this because it is fruitless or dangerous).

- **Oxymoron** (ox-ee-MORE-on) is a contradiction in terms. “The silence was deafening.”
- **Paradox** is a phrase or statement that appears to be contradictory but in fact might convey a deep truth. “I know that I know nothing at all.”
- **Antithesis** is putting together two opposite ideas to achieve the effect of a contrast. “It was the best of times, it was the worst of times.”
- **Personification** is the giving of human traits to non-human things. “The trees waited eagerly for the rising of the sun.”
- **Alliteration** is the repetition of the same initial verbal sound. “Billy bounced a ball by the backyard barbecue.” To be more specific: assonance is the repetition of the same vowel sound; consonance is the repetition of the same consonant sound. Alliteration gives rhythm to a statement or phrase that can increase its emotional impact. “And the raven, never flitting, still is sitting, still is sitting/On the pallid bust of Pallas just above my chamber door.”

Topic and Theme. A book will usually have a topic and a theme. These are two different attributes even though they sound similar. A **topic** is a brief description of the book, such as, “The French Revolution,” “How Lenin’s Communist Russia operated,” or “Life in a nineteenth-century English factory town.” A **theme** can usually be stated in one sentence and often expresses a universal idea that the story conveys. *Cry, the Beloved Country* is about redemption, making something good out of something bad. The theme of *North and South* is prejudice.

How does the author deal with the conflict and the theme? The author might convey his belief that the conflict is a result of the protagonist’s outdated or irrational mindset; if the character would be more open-minded, he would not have this conflict. The theme might be the privilege of the wealthy, which the author approaches with sarcasm because he thinks the wealthy ought not to have such privilege.

Your Response to the Story

As you read a work of literature, whether fiction, poetry, or non-fiction, interact with the text. Even more, interact with what the text is saying about life, or history, or whatever the topic is, and what the text says to you and about you. Are the plot and characters realistic and plausible? If they are unreal, does the author intend for them to be unreal and does this approach work? How are the characters products of their time and place and social setting and how do they transcend their setting? What is especially meaningful to you in terms of particular scenes, characters, dialog, or overall impact? How does the story make you feel, which is different from what you think about it? How does it make a difference for you?

Literary analysis is helpful when it clarifies how the author constructed the work. You can more deeply appreciate what he or she did and how the work conveys the intended message and mood. However, literary analysis can sometimes be emphasized to the point of making it seem more important than the work itself; and an analyst can come up with ideas about a work that the author never had in mind. Much of literary analysis is and should be subconscious on the part of the reader, the way we enjoy a good meal without over-analyzing all of the individual ingredients (although you should compliment the cook, and, if you are interested, ask how he or she prepared it). As you give thought to literary analysis, you can better appreciate the mental feast offered to you by what you read.

What Do You Think About What He Thinks?

A Primer for Analysis of Non-Fiction

A non-fiction article, essay, or book has a different approach from a work of fiction. It will likely make an argument, teach, or convey information. Of course, a work of fiction might also be an attempt to make an argument, teach, or convey information; but non-fiction presents the information and the author's perspective in a straightforward manner. The non-fiction piece might be in the form of a story; but it is a story from real life, as in a biography.

Part of education is considering perspectives other than your own and developing your response to them. In a persuasive work, a writer has something to say that he hopes others will at least consider and perhaps agree with. Even the author of a biography writes for a purpose, not only to inform but perhaps also to convince readers about something regarding his subject: that he was instrumental in a war, or influential in Congress, or had some other significant impact.

By reading a work of non-fiction, you might be confirmed in what you believe about something or you might be convinced that you need to change your opinion. You might obtain more information that helps you have a more realistic perspective on an issue. You shouldn't fear this process. You don't want to cast aside basic truth and fall for every new idea you hear, but part of growing and maturing is gaining a more complete understanding of truth. No one has a grasp of all truth or the perfect application of that truth in every situation. Everyone can grow in some areas of life, whether that means learning more truth or learning the application of the truth you know to more situations. This process is part of growing in what the Bible calls discernment (see Hebrews 5:13-14).

A text can be any written material. We analyze every text that we read, whether it is an encyclopedia article, a book of political commentary, or an advertisement, even if only briefly and subconsciously. As with the analysis of fiction, we don't want to lose the joy of reading by over-analyzing, but it is good to do serious and conscious analysis for several reasons. Analysis will help you understand the meaning and purpose of a text; you might even discern a meaning beneath the surface. It can help you connect the text with its background, such as the time in which it was written or something about the author. You can profitably compare the text with other texts to see which are more consistent and believable. Analyzing a text can help you prove a thesis. A summary of a text is a report of its content, but an analysis of a text is an evaluation of its meaning and significance.

In analyzing a work of non-fiction, you want to ask questions of the text. You probably won't answer every question below about every text, but here are things to consider when analyzing non-fiction:

- What is the author's point or purpose?
- What is the argument he is making?
- What is the motivation for the piece? What problem does it address?
- What evidence or logic does he use to support his thesis?
- What is the context from which the author writes (time, place, point of view, background and experience)?

- What assumptions does the author bring to writing this piece?
- What words or ideas are repeated? These will often be clues to the author's point.
- What word choices seem significant? Does the author use any figures of speech to make his argument more persuasive?
- What is the structure of the text? For instance, *The Art of War* is a series of pithy observations and bits of advice, *Here I Stand* is a scholarly biography, *Bridge to the Sun* is a memoir, and *The Abolition of Man* is based on a series of lectures. How does the author build his argument through the work? How does the structure help make the author's point?
- What are the key passages in the work, and why are they important?
- What is surprising, odd, or troubling in the text? (These parts are likely challenging your current understanding.)
- What contradictions and inconsistencies do you find in the text?
- What assumptions do *you* bring to the text?
- Is the text convincing to you? Why or why not? (It is entirely likely that you will agree with some things and disagree with others.)
- What questions do you have after reading it? What further study do you need to do?

When you write an analysis of a non-fiction work, gather your information, impressions, and answers to these questions, then write a coherent essay that responds to the piece. Depending on the length of your essay, you will probably want to summarize the author's purpose and argument, emphasize the central points as you see them, note where you think the author is correct and where he is mistaken, and where he is effective and where he could have expressed his ideas differently. Keep in mind the nature of your assignment, what the teacher expects from you, and what the reader of your analysis needs to understand about the work you are analyzing and about your response to it.

The author whose work you have read wants you to think. Show that you have thought. Expressing your thoughts on paper indicates how well you understand what he has said and, more importantly, how well you understand your own thoughts about the subject.

Analysis of Poetry

You cannot read poetry the way you read a novel, a newspaper, a textbook, or other non-fiction writing. Poetry aims for the heart, for an emotional response, as well as for the mind. Poetry is concentrated language, so how the poem expresses thoughts is extremely important. Don't be afraid to read a poem aloud and slowly. You will probably have to read it more than once to grasp its message fully.

As you read a poem, ask these questions:

- Who is speaking? Is the poem first-person, or is it a third-person speaker?
- What is the occasion?
- Is it a monologue of one person speaking to another? Is it an elegy or a remembrance honoring the dead? Is it a lyric or an ode that meditates on a particular subject? Is it a narrative poem that tells a story?

- What is the tone, the mood, the atmosphere that the poem expresses? Does it suggest floating through the air? Is it a dirge or lament? Does it have a military beat? Does it express longing or joyful praise?
- Is the language of the poem stately, colloquial, humorous, or mysterious, or can you characterize it in another way?
- What literary techniques does the poet use (see the list in the analysis of fiction)?
- Are there important thoughts that are unexpressed in the poem, such as any background information that it assumes?
- Is it effective in generating the desired emotion, attitude, or memory in you?

Poetry traditionally utilizes the rhythm of words, called meter. The determination of meter is called scansion or scanning the lines. Traditional poetry also uses rhyme to produce a particular emotion. Rhyming can occur at the end of lines (end rhyme) or within lines (internal rhyme). Approximate rhyme uses words that sound similar but do not rhyme exactly. Blank verse has a defined rhythm but does not rhyme. Free verse does not use consistent rhyme or meter. At this point, simply take note of how the poem's use of words, rhyme, and rhythm affect you.

When you are called upon to analyze a poem, use your responses to these questions to write an essay that addresses the main points of the poem. Analysis tends to focus on the mind, but remember to include your heart-response to the poem as well.

Lesson 20

1. How old was Jacob when Joseph was born?
2. Who was Joseph's mother?
3. Who was Joseph's only full brother (the child of the same mother and father)?
4. Give three reasons for the jealousy Joseph's brothers felt toward him.
5. What was Reuben's plan for rescuing Joseph from the cistern into which his brothers had thrown him?
6. What do you think Reuben could have done to ensure Joseph's safety?
7. What do the positions to which Joseph was assigned in Potiphar's house and the jail reveal about his character?
8. What did Joseph believe was behind his coming to Egypt?
9. How do you think Jacob would have felt about moving to Egypt?
10. What is one lesson you have learned from the life of Joseph?

Commentary on Job 38-42

At this point in the story, God comes onto the scene. By asking a series of questions about Creation, God challenges the five people who have been debating sin and suffering by saying, in effect, "You don't know what you are talking about." And they don't. Neither do we, even when we write books and have lengthy discussions and use big words. Our understanding of the universe and especially about such questions as suffering is mere child's play compared to what God understands. We don't understand the role that suffering plays as a part of our existence and as part of God's plan. God doesn't explain it in this book. He simply says we have to trust the God who is.

Job is appropriately humbled. He confesses his faith in and dependence on God. God accepts this and encourages Job to intercede for his friends. God then blesses Job even more abundantly. Job is not prideful when the story begins, but then he reacts in his suffering and questions God. The end of the story is not an explanation of suffering, but a lesson on trusting God even when times are hard.

Unit 5

Lesson 21

1. What items do you imagine Phoenician ships were trading in 1500-1000 BC?
2. What was unique about the mass movement of the nation of Israel?
3. Why were the Israelites enslaved?
4. What was the courageous act of the Israelite midwives?
5. How many years did Moses spend in Midian tending the flocks of his father-in-law?
6. For what sin were the Israelites punished by wandering in the desert for forty years?
7. Who led the Israelites after Moses?
8. What was the cycle that repeated itself several times during the period of the judges?
9. Explain this statement: The Israelites wandered spiritually and did not live up to their identity as God's holy people.
10. What is Israel's legacy to the world?

Commentary on Exodus 1-5

This passage gives several examples of how people chose to obey or disobey God and how God accomplished His purposes through and sometimes in spite of men's actions.

Exodus begins by telling how God preserved the life of Moses. God brought the family of Israel to Egypt in order to spare them in a time of famine. They prospered so much, however, that a later Pharaoh sees them as a threat and enslaves them. The people who preserve the male Israelite children in spite of Pharaoh's death edict are not soldiers, but midwives who fear God. A woman of the tribe of Levi gives birth to a son and puts him in a basket on the Nile. She shows great faith in hiding her child and in trusting that God will preserve his life. God uses the daughter of Pharaoh to sustain the child until he grows up. She names him Moses, which is a play on the Hebrew word for "draw out," commemorating what she did for the baby.

Moses identifies with the Hebrews when he strikes down an Egyptian who is beating a fellow Hebrew. Moses then learns that his act has become known, so he flees the country and settles in Midian. He marries a daughter of the priest of Midian, and they have two sons. Moses spends about forty years learning the wilderness as he shepherds the flocks of his father-in-law. God speaks to Moses from a burning bush on Horeb (another name for Sinai) and identifies Himself as YHWH ("I Am"), the God of the Hebrews. God calls Moses to return to the land where he left as a wanted man and lead the Israelites out of bondage to the mountain where they were. Moses gives several excuses why he shouldn't go, but God has an answer for each excuse. God also gives Moses miraculous powers to convince Pharaoh to let the Israelites go.

Moses makes his request, but Pharaoh refuses and instead makes the Israelites' work even more difficult. The Israelites complain to Moses, and Moses then complains to God. Chapter 6 tells us God's answer in the form of promises that He will accomplish His purpose for Israel through Moses.

Exodus 4:24-26 tells an unusual story. Apparently Moses had failed to circumcise his son. When God starts to take Moses' life in response, Moses' wife circumcises the boy, throws the foreskin at Moses' feet, and says, "You have become a bridegroom of blood." This might have one of two meanings. Zipporah might have been saying that his failure to obey God's law about circumcision resulted in her having to shed her son's blood in circumcision in order to save his life. Another view is that Zipporah was about to lose her husband, but her obedience to God gave Moses back to her; so now Moses is her bridegroom again, except this time through blood.

Pharaoh chose to enslave the Israelites. Moses tried to resist God's call, and he failed to keep the law of circumcision. Pharaoh refused to let the Israelites go. Moses and the Israelites chose to show a lack of faith in God. However, the Israelite midwives and Moses' mother chose to trust God. God's plan does not happen without surprises, setbacks, and detours because of faithlessness on the part of men. That is how He leads us, and the result of God's work is good.

Lesson 22

1. Who first received the promise that Israel would be a nation of God's chosen people?
2. What did the plagues demonstrate?
3. How did the Israelites react when they saw Pharaoh's army coming toward them in the wilderness?
4. What date is the best estimate for the year of the Exodus?
5. What was Israel's responsibility in the covenant the Lord offered them?
6. What pattern do you see in the way the Israelites responded to God's blessings?

7. How many men were counted in Israel in the second year after they had come out of Egypt (excluding the Levites)?
8. What does the Passover commemorate?
9. What does the Exodus symbolize for the Christian?
10. What are some key problems among Israel that caused them a pattern of trouble?

Questions on “Dayenu”

1. What is the meaning of the Hebrew word *Dayenu*?
2. When is this song typically sung?
3. What story is expressed in this song?

Commentary on Exodus 13-15

As God is preparing to send the final plague on Egypt and bring the people of Israel to Himself in the wilderness, He pauses to institute the Passover meal. The Lord gives detailed instructions and explains the significance of the meal. Passover is a time for every generation of Israelites to remember and to feel that they were personally involved in the Exodus (see 13:8). It is a time to communicate to the next generation how the Lord showed them grace, brought them to Himself, and made them His people (see 13:14). The day of Passover is followed by a week-long Feast of Unleavened Bread. The entire eight days came to be known as Passover. Another detail that Moses takes care of is carrying the bones of Joseph with the Israelites so that they could be buried in Canaan (13:19). The Israelites are guilty of selective, fearful memory when the Egyptian army was bearing down on them (14:11-12).

Throughout the narrative that tells of the plagues and the Exodus, sometimes the Lord is said to harden Pharaoh’s heart (for example, Exodus 4:21, 9:12, and 10:1), and sometimes Pharaoh is said to harden his heart (see 8:15, 8:32, and 9:34). So did God harden Pharaoh’s heart, or did Pharaoh harden his own heart? Think about the effect of the sun on butter and on clay. The same sun that melts butter hardens clay; the difference is in the composition of the object on which the sun shines. The kindness and patience of God leads some to repentance (see Romans 2:4) but some to ignoring and rejecting God. The difference is within the heart of each person. Pharaoh had every opportunity to humble himself before God, and he came close on a few occasions. However, his basic direction was against God; and the plagues only served to harden Pharaoh in his rebellion against God.

In Chapter 15 we read the song that expresses Israel’s joy at God’s destruction of the army of Pharaoh at the Red Sea. They give all glory and praise to God for what He had done. Then immediately we read about Israel’s grumbling when conditions aren’t exactly as they would like. How quickly we can go from rejoicing in God’s love to complaining about our lot! Have you ever left an uplifting church service and complained about the traffic, or the food at lunch, or something another family member was doing that irritated you? In Chapter 16 the Israelites complain about a lack of bread, and the Lord gives them manna. Learn from the story of the Israelites in the wilderness. Try to complain less and give thanks more.

Lesson 23

1. From which of Jacob’s sons was Moses descended?
2. What were the names of Moses’ parents?
3. Why did Moses flee to Midian?
4. How did Moses spend the first forty years of his life?

5. How did Moses spend the second forty years of his life?
6. What two significant events occurred on Mount Sinai?
7. How did Moses spend the final forty years of his life?
8. What do you think the excuses that Moses gave when God called him to go to Egypt reveal about Moses' character?
9. Describe the relationship Moses had with God.
10. What does it mean to "choose life"?

Questions on Geography

1. How did Strabo describe the land where Moses led "a few thoughtful men"?
2. How did Strabo describe the successors of Moses who led to Israel's downfall?

Commentary on Deuteronomy 1-6

Moses wrote the first five books of the Old Testament. These books are often called the Pentateuch, from the Greek for five books. Jews usually call this section of Scripture the Torah, which means law in Hebrew. Genesis tells of origins, Exodus focuses on that event, Leviticus gives a great deal of the Law (though some is given in Exodus and Numbers), and Numbers relates much of the history of Israel's time in the wilderness. Deuteronomy is primarily a series of sermons that Moses gives to the younger generation of Israelites before his death and before they enter into Canaan, which God had promised to give them (often called the Promised Land). The word Deuteronomy is also from the Greek and means second law.

The sermons in Deuteronomy have three recurring themes, each of which you can find in the section of the book that you read today: (1) a review of the history of Israel's experiences in the wilderness after the Exodus; (2) a repeating of some parts of the Law, including the Ten Commandments; and (3) Moses' exhortations to be faithful to God and his warnings of what will happen if the Israelites are not faithful. Deuteronomy also contains some historical narratives, including the death of Moses.

Lesson 24

1. During what period was the book of Ruth probably written?
2. Why did Elimelech take his family to Moab?
3. What risks would Elimelech and his family have faced if they had not left Israel? What risks did they face by going to Moab?
4. What did Ruth give up by going to Israel with Naomi? What did she gain?
5. How did Ruth and Naomi fit the description of those to be helped by the law of gleanings?
6. Who made special provisions to take care of Ruth and Naomi?
7. What was the report of Ruth that Boaz had heard?
8. How did Boaz show that he wanted to deal with the nearer kinsman in an open and honest manner?
9. How was Ruth related to David?
10. Discuss what you admire about the people who are described in the book of Ruth.

Lesson 25

1. What are some of the ancient civilizations other than the Israelites that had a code of law?
2. Describe the difference between the covenant God had with Israel and the Law He gave them.

3. Describe the ancient Middle Eastern treaties made between a conquering ruler (called a suzerain) and conquered peoples (called vassals).
4. What was the main difference between the religion God called the Israelites to practice and the religions of the nations around them?
5. What five books are included in the Pentateuch?
6. Explain how Phariseeism distorts the purpose of the Law.
7. What three kinds of laws are contained in the Law God gave to Israel?
8. What does the Law reveal about what is important to God?
9. Why do Christians no longer need the Law?
10. Explain why the sacrifices God described in the Law are no longer necessary.

Commentary on Leviticus 19, Deuteronomy 32

Leviticus 19 shows how in the Law God was concerned with the hearts of the Israelites and not just with their outward actions. The chapter is a call to holiness: “You shall be holy, for I the Lord your God am holy” (verse 1). To be holy does not mean to do religious acts or to go around with a long, other-worldly face. To be holy means to be distinct, set apart for a reason, dedicated to God in one’s life. The motivation to be distinct and set apart is that God is holy. Since the holy God is set apart from the world, He wants His people to be holy as He is.

God tells the Israelites what they needed to do in order to be holy. The first commandment in the chapter is to honor one’s parents, which even comes before keeping the Sabbath. There are some commandments related to avoiding idolatry and making sacrifices, but primarily the chapter teaches the Israelites what kind of people they need to be. Holiness involves being generous (leaving gleanings for the poor), being kind (not cursing the deaf or tripping the blind), and loving toward those around you. Verse 18 is the source for what Jesus said is the second greatest commandment, to love one’s neighbor as oneself. The Israelites were not to compromise with pagan religions; that would be a violation of holiness. The reason given repeatedly for how the Israelites are to think and act is simply, “I am the Lord.” That is reason enough.

Deuteronomy 32 is primarily the Song of Moses, which Moses gives at the close of his ministry to Israel. The theme of the song is the faithfulness of God and the unfaithfulness of Israel. This theme summarizes the last forty years of Moses’ life. As Moses says afterward, this is “not an idle word,” not just a nice song (verse 47). It is a reminder to Israel of how God has acted toward them and how they have acted toward God. If their hearts are right they will learn from their past and overcome it to serve the Lord faithfully. The unfolding story of the Old Testament will reveal whether they did or not.

Questions on *The Cat of Bubastes*

1. How did Amuba wind up in Egypt?
2. Why was Ameres opposed by other priests?
3. What was the Cat of Bubastes?
4. What famous historical person does Amuba meet?
5. What happened to Amuba in the end?
6. How did the book help you better understand the ancient world, especially Egypt?
7. What did you like and what did you dislike about the book?

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Before you read the following literary analysis, read
“Who, What, How, Why, and Why Not: A Primer for Literary Analysis of Fiction”
on pages 1-6 of this book.

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Literary Analysis of *The Cat of Bubastes* by G. A. Henty

This historical novel tells the story of Amuba, prince of the nation of Rebu, a nation located on the Caspian Sea. The story takes place during the reign of Pharaoh Thotmes III in ancient Egypt, when the Israelites were slaves there. An Egyptian army conquers Rebu and Amuba is taken prisoner. He and his servant Jethro are chosen to serve in the household of Ameres, the high priest of Osiris. Amuba becomes friends with Chebron, the son of Ameres, and Jethro becomes the servant of Mysa, the sister of Chebron. They meet a Hebrew girl, Ruth, who becomes a companion of Mysa.

Plot. We can outline the plot of the book according to Freytag’s pyramid:

- Exposition: The invasion and siege by the Egyptians in Rebu receive an extended discussion. The battle is the narrative hook: how will the battle turn out, and what will be the result?
- The inciting incident is the defeat of the Rebu and Amuba and Jethro being taken as captives to Egypt.
- The rising action includes the journey to Egypt, getting to know life in Egypt, and the introduction of Ameres’ religious views. A complication is the opposition to Ameres by other priests of Osiris. A foreshadowing takes place with Chebron killing a crocodile, which is seen as a sacred animal by the people of that region. The story contains several conflicts: the initial conflict between Egypt and Rebu; conflict between where Amuba and Jethro are as captives in Egypt and where they want to be in Rebu; conflict between the family of Ameres and the family of Ptilus; and conflict between Ameres and other priests, especially Ptilus, about religious views. Another foreshadowing is the murder of Chebron’s older brother.
- The climax occurs when Chebron accidentally kills Mysa’s cat, which had been chosen to be the next sacred Cat of Bubastes. There is conflict over how the Egyptian people and the other priests of Osiris see the accidental killing of the cat versus the way that Ameres and the non-Egyptian characters view it.
- Falling action includes the mob attack and killing of Ameres because he is blamed for the death of the cat; the kidnapping and rescue of Mysa; the deaths of Ptilus and his son Neco; Amuba meeting Moses, who rescues him from danger; and the escape of Amuba, Chebron, Mysa, Ruth, and Jethro from Egypt and their arrival in Rebu. After the initial battle scene in the book, events settle down except for the undercurrent of opposition to Ameres among the priests in the temple; following the climax, the story involves a great deal of strife, conflict, and desperate travel.
- Resolution: Amuba gains the throne of Rebu as rightful heir. The pretender to the throne is killed and the Egyptian occupation army is intimidated into leaving Rebu.

- Denouement: Amuba marries Mysa, Chebron marries Ruth; Amuba institutes new policies and teaches the people about the one true God; the main characters look back on how good came from what they saw as the tragic event of the death of the Cat of Bubastes.

Characters and Characterization. The novel has mostly stock, flat characters. They generally know the right thing to say and do in every situation. Jethro is the strong, able servant. Amense is the languid, superficial, disinterested mother. Ameres and Pylus fill the good guy-bad guy roles. Characterization takes place primarily by what the characters say and do themselves. The characters do not change much during the story, except that the younger main characters grow in their religious understanding. The description of Moses fits how he is described in the Bible, such as when he stopped two Hebrews from fighting before his flight to Sinai.

Narrative. Henty tells the story in chronological order as an omniscient third-person narrator. He mostly reports the events (perhaps influenced by his career as a journalist), although overall there is an optimistic tone that suggests good will come of it all in the end. He does not use much imagery. The characters generally speak the way Victorian Englishmen would speak.

The book shows the problems of false religion, however long and deeply held those views might be. It is hard for us to believe that the accidental shooting of a cat could cause such turmoil, but that reflects the hold that many pagan beliefs have on people. How can you overcome this in evangelism? How can you effectively show someone that his or her dearly-held beliefs are illogical? The story is a reminder of the need to be open to the truth, even at the cost of one's religious traditions. Compare the concerns that the other priests of Osiris have about Ameres' views to the concerns expressed by Demetrius the silversmith in Acts 19 about the impact that Paul's views might have on respect for Artemis and on the silversmith business. The book shows how malevolent leaders can manipulate people and capitalize on their fears and ignorance.

Characters occasionally speak lines of wisdom or observations about life: "No country is so rich that it does not desire more"; "Some day, my son, things may be managed differently; but at present kings who have power make war upon people that are weaker than themselves, spoil them of their goods, and make slaves of them"; "so far as I can see the gods give victory to the bravest and most numerous armies"; "try to be worthy of the rank to which you were born."

The novel has plenty of action. Through the book we learn a great deal about life in ancient Egypt, including its religious practices and beliefs, the way society was structured, and funeral practices (dealing with the dead was very important to ancient Egyptians). Henty supplies much detail about military action, ancient Egypt with its cities and great structures, and hunting.

The book honors God by explaining how belief in the One True God underlies belief in many deities. Ameres believes in one God, and other main characters come to this belief. Ruth already believes in God when she is introduced. An example of providential working is when Moses appears on the scene, the one man who could help and who could grasp the concept of a single God. At one point Ameres gives his view of "how religion first began upon the earth." What he says can be taken to mean that man came up with the idea of religion instead of the Biblical presentation that God existed, He created man, and man responded to Him.

The topic of the book is how a prince is taken captive to Egypt and manages to escape despite the turmoil caused by the accidental killing of a cat that was considered sacred.

The theme of the book is about handling reversals in life. One would think that little good could come from military defeat, being taken captive, and the killing of a sacred cat; but much good came about as a result of those setbacks. As you experience setbacks, remember to keep trusting God and to keep doing what is right.

the letter Paul tries to extinguish the lingering pride among the Corinthians and help them understand that they needed to die to themselves in order to be servants of Christ. Paul refers to himself a great deal, but near the end he says that he has not been defending himself but trying to build them up (12:19).

Unit 10

Lesson 46

1. What are the names of the abandoned twins, one of whom founded the city of Rome in the mythical story?
2. Who authored the *Aeneid*?
3. What branch of government consisted of representatives from patrician families?
4. What were the three legal classes in Rome?
5. What are the early Roman ideals embodied in the actions of Cincinnatus?
6. What nation was Rome's adversary in the Punic Wars?
7. Who was the great military leader of Carthage in the second Punic War?
8. For what cause did brothers Tiberius and Gaius Gracchus contend?
9. How was Julius Caesar related to Octavian?
10. What do you think are the pros and cons of the way the leaders of Rome were selected after Julius Caesar?

Commentary on Romans 1-3

Paul wrote this letter to Christians living in the capital of the Roman Empire. People in Rome came from many ethnic backgrounds. A central theme in the letter is the need for Jewish Christians and Gentile Christians to accept one another. This was a major issue in the early church. Paul addresses it in Ephesians as well. Jews and Gentiles had not cared much for each other for generations. Now people from these two conflicting backgrounds had become Christians. It was easy for them to fall back into old habits and let their prejudices outweigh their new oneness in Christ.

Paul approaches the question by first humbling the heritage of each group. Chapter 1 says that the world is in sin and under God's wrath; so much for a reason for Gentiles to think they were better. Chapter 2 says that the Jews are in sin and under God's wrath; so much for a reason for Jewish pride. Chapter 3 summarizes the teaching thus far and says that God's one answer for both groups is Jesus Christ. Righteousness comes by faith for all who believe, regardless of their background, because all have sinned and fallen short of the glory of God. God will justify the circumcised and the uncircumcised on the basis of faith.

Lesson 47

1. How old was Octavian when he began to accompany Julius Caesar on military campaigns?
2. Why did Octavian adopt the name "Caesar"?
3. What did Augustus do after he had gained power to retain that power and to win the respect of his country?
4. Why do you think assassinations were common among the leaders of Rome?
5. What was the benefit to Augustus for the soldiers to swear allegiance to him personally, rather than to the state or the empire?

6. What would a ruler focus on if he wanted peace rather than war as a way of life?
7. Why did Augustus call a census?
8. How would laws that encourage morality help bring stability to an empire?
9. What does the title “Augustus” mean?
10. What do you think was the key to the success of the reign of Augustus?

Commentary on Romans 4-6

Chapter 4 says that Abraham is an example to both Jews and Gentiles of what it means to be justified by faith. God credited Abraham’s faith as righteousness before he was circumcised, and then God gave Abraham the sign of circumcision as a seal of the righteousness of faith. Thus Abraham is the spiritual father of the circumcised and the uncircumcised, that is, of the Jews and the Gentiles. Being made right with God by faith is available equally to all, Jew and Gentile.

The grace of God that comes by being justified by faith in Jesus Christ makes right what Adam’s sin made wrong. This reconciliation with God does not give believers permission to do whatever they want and think that they will be forgiven for it. Instead, being baptized into Christ’s death and being raised in the likeness of His resurrection means that a person is dead to sin and is raised to walk in newness of life. Instead of being a slave to sin, he is now a slave to righteousness.

Lesson 48

1. How can one use talents and abilities to honor God, rather than glorify man?
2. What language is the basis for many European languages today?
3. What two basic principles of Roman law have influenced Western law?
4. What was the role of the praetor?
5. When did Rome’s double standard of treating citizens and non-citizens differently end?
6. Describe the contents of the Justinian Code.
7. Give some examples of natural laws, laws that are “right and just according to universal reason.”
8. Why did the Jews ask for Pontius Pilate’s approval to crucify Jesus?
9. How were slaves treated in Rome?
10. The laws of Rome were not based on honoring God. How do you think this affected their society?

Questions on Twelve Tables of Law

1. If a witness fails to appear, how is the one who summoned him permitted to call the witness again?
2. What were the women not permitted to do on account of a funeral?
3. Choose one provision with which you strongly agree or disagree and explain your thoughts about it.

Commentary on Romans 7-8

Paul gives another illustration of the believer’s new life with God in Chapter 7. The believer has died to his old mate, the Law, and is now joined to his new mate, Christ. But this new life involves a struggle. The old ways tug at us. We want to do what is right, but we wind up doing what is wrong. For the person who wants to do right, this results in a miserable existence: he

concurs with God in his inner person, but he winds up serving sin with his body. Who can set such a person free from this death in life? The answer is Jesus Christ.

There is no condemnation in Christ. The law of the Spirit of life in Christ sets one free from the law of sin and death. The mind set on the Spirit is life and peace. The Spirit gives the Christian a new life. Even as we suffer with Christ in this life, we look forward to being glorified with Him. We look forward to the redemption that Christ will bring about at His coming. Through Him we are more than conquerors over every difficulty and fear. Nothing is able to separate us from the love of God in Christ.

Lesson 49

1. Where did many poor people live in Rome?
2. What often happened to unwanted children?
3. What city was buried by a volcanic eruption in 79 AD?
4. What was a key element of Roman architecture?
5. What structures were part of the Roman water system?
6. What structure was a temple to all gods?
7. What did the Romans do with the gods of the nations they conquered?
8. What practice became a civil religion that bound the empire together?
9. What Greek philosophies became popular among many upper class Romans?
10. What spiritual lessons do you learn from Roman life?

Commentary on Romans 9-12

Since these great blessings and assurances are available to all Christians regardless of their background, what was the point of God's choosing Israel? Is there anything special about the Jews? Paul says that God had a purpose for choosing Israel, and it is not for us to question His purpose and plan. Not all who are of ethnic Israel are part of spiritual Israel because salvation is by faith, and not all who are Jews ethnically believe in Christ.

God is a God of mercy. He showed mercy to Israel, and He shows mercy to all who come to Christ. Israel did not pursue righteousness by faith. They tried to pursue God by the way of law, and as a result they stumbled over Christ. They did not get the idea of salvation by faith. Israel heard the gospel, but for the most part they rejected Christ. But God has not rejected His people. There is still a remnant of believers from Israel. Because the Jews rejected Christ, Paul and others took the gospel to the Gentiles. Paul says that the response of Gentiles to the gospel will stir up Jews to reconsider the message and respond favorably. As a result, all who are willing to respond to Jesus in faith will be saved. What a brilliant plan God has!

Therefore, in view of God's mercies, we should give ourselves as living sacrifices, transformed by the renewing of our minds. This means not thinking too highly of ourselves, but simply being God's servants, using the talents that he gives us. We need to be devoted to one another in love, getting along with all people as much as we possibly can.

Lesson 50

1. On what was the Roman Empire built?
2. What did Jesus mean when He said that His kingdom is not of this world?
3. Describe the way the kingdom of God began as a mustard seed but spread around the globe.

4. When compared with earthly kingdoms, why is it surprising to learn that one must accept the kingdom of God like a little child?
5. What is different between being born and being born again?
6. Describe the responsibilities of an ambassador of God's kingdom.
7. How can the kingdom of God be both a present and future reality?
8. How does a person show that God is his King?
9. What was the fundamental difference between the kingdom of Rome and the kingdom of God?
10. Explain how history has shown whether Rome or the kingdom of God is greater.

Questions on *The Martyrdom of Ignatius*

1. Who was Ignatius and what kind of character was he said to have had?
2. To what kind of death was Ignatius sentenced?
3. Describe the reaction of Ignatius when he heard his death sentence.

Commentary on Romans 13-16

We need to be subject to the governing authorities because government is God's agent for keeping order. In summary, we should love our neighbor as ourselves.

In Chapters 14-15, Paul deals specifically with issues within the fellowship that had caused the unrest between Christians from a Jewish background and Christians from a Gentile background. They need to accept one another, even when they have different scruples about what is essential in the Christian life. For instance, one Christian believes that he can eat anything, while another Christian believes that he must refrain from eating meat because it might come from a sacrifice made to a pagan god. Each one is to hold his opinion without being judgmental toward the other. In a different example, one person observes certain days as special to the Lord (probably a reference to Jewish holidays), while another person believes that all days are alike before the Lord. Each believer is to respect his own conscience as well as the faith of others. Other Christians do not answer to you; they answer to God, and He will enable them to stand. Don't major in the minors; remember the central matters of the kingdom and focus on them. All Christians should glorify God with one voice because Christ is a servant of both the Jews and the Gentiles (15:5-9).

At the close of the letter, Paul informs the Christians in Rome of his plans and sends greetings to individual believers there. Paul knew an amazing number of disciples in Rome even though he had never been there, probably because people he had known elsewhere were now in Rome.

Questions on *Julius Caesar*

1. What did the soothsayer say to Caesar?
2. What happened when Cassius and Caesar swam in the river?
3. What did Caesar do three times that caused the crowd to cheer?
4. What did the conspirators think the response of the people would be?
5. Why did Brutus say he participated in the assassination of Caesar?
6. What mocking phrase did Antony repeat about Brutus?
7. What did Caesar leave to the people of Rome in his will?
8. How did the assassination bring war instead of peace?
9. How does the play show that people can deceive themselves?
10. Write a paragraph telling who, in your opinion, is the main character of the play and why.

Literary Analysis of *Julius Caesar* by William Shakespeare

The topic of this play is the conspiracy against the life of Julius Caesar and the consequences of his assassination. The theme is the pitfall of ambition and the serious consequences that result when ambitions clash.

Plot.

- Exposition: Caesar returns to Rome in triumph. The people cheer him, but Flavius and Marullus oppose him. This sets out the basic conflict of views about Caesar.
- Narrative hook: The soothsayer tells Caesar, "Beware the Ides of March," foreshadowing that something bad is coming.
- Inciting incident: Cassius talks to Brutus about joining the conspiracy. The issues about Caesar and the attitudes of these two men are revealed in detail.
- Rising action: Caesar is suspicious of Cassius but is not afraid for his safety. Caesar rejects a crown when it is offered to him. A stormy night serves as another warning of bad things coming. Cassius convinces Casca to join the conspiracy, which gives the sense of a growing movement. The conspirators meet, and Brutus agrees to become their leader. Caesar's wife has a fearful dream. An animal sacrificed does not have a heart. Another warning is prepared for Caesar. The tension builds.
- Climax: Caesar is assassinated.
- Falling action: Competing eulogies are given about Caesar. Mob violence and chaos follow. A triumvirate of Antony, Octavius, and Lepidus is formed to rule Rome, though the latter is quickly shut out. Brutus and Cassius have conflict but reconcile. Caesar's ghost appears to Brutus, predicting Brutus' imminent death. The two sets of leaders meet and exchange insults. The armies fight.
- Resolution: Cassius dies, "Caesar revenged." Brutus dies.
- Denouement: Octavius and Antony praise and honor Brutus and celebrate their victory.

Characters and Characterization. The play is an intense character study. Characterization takes place in several ways: by what the characters say and do, and by what is said about them by others.

The protagonists or main actors are Cassius and Brutus. The antagonists are Antony and Octavius.

- *Julius Caesar* is arrogant. He does not heed warnings and believes that he is immortal. He wants power despite his refusal of a crown. He is suspicious of Cassius. The provisions in his will seemed generous, but perhaps he was ambitious to be well-thought-of after his death. Caesar is not the main actor in the play, but he is the main factor in the play. Everything that happens revolves around him (or his legacy).

- *Brutus* is at war within himself. He is a friend of Caesar but does not like Caesar's ambition or the prospect of Caesar's autocratic rule. Brutus is unsure about what to do to stop it, but Cassius has an idea about what can be done about it. Cassius persuades Brutus to join the conspiracy to assassinate Caesar, and Brutus convinces himself that it is the noble thing to do. Brutus is ambitious to see Caesar stopped. He would like to have power himself but sees himself as too noble and honorable to pursue it himself. Is Brutus honorable? Is it honorable to assassinate someone in pursuit of what you believe to be a higher goal?
- *Cassius* is ambitious for power and does not hide the fact. He is willing to be deceptive to do whatever it takes to persuade people to join his cause. He believes that Caesar is actually weak despite having a strong exterior. Cassius believes that Brutus is weak enough to be persuaded despite his noble exterior.
- *Antony and Octavius* are ambitious to retain the power that Caesar had built for himself and to which they see themselves as rightful heirs. Antony is a clever orator and skillfully persuades the crowd to agree with him. He proposes to amend Caesar's will to benefit himself and Octavius in order to help with their expenses. As it turns out, Octavius succeeds Caesar and becomes Augustus.
- *The People* cheer for Caesar at the beginning of the play. They are turned against Caesar by Brutus' speech, then reverse course when they hear Antony's speech. The crowd becomes an unruly mob just wanting to kill somebody, even if it is a poet mistaken for a conspirator. Throughout the play, the crowd wants to see certain things happen, so they are portrayed as ambitious also. The masses are presented as unreliable and easily swayed. Should an ambitious leader really seek power on the basis of the approval of the crowd, when the people are so unreliable and can be so poorly motivated? Or does Shakespeare do an injustice to the people as a whole by how he portrays them?

Conflicts abound in the plot, which is one reason why the play is so gripping and continues to speak to readers today. People have conflicting attitudes about Caesar, Brutus has conflict within himself, at times Cassius and Brutus have conflict and Antony and Octavius have conflict. Brutus and Cassius are never really together in their motivation for what they are doing, so they are in continuing conflict despite pursuing the same goal.

Narration. A play does not usually have a narrator the way that prose fiction does, although some plays, such as *Our Town* by Thornton Wilder, do have a narrator as one of the actors. The story of a play is told not through the eyes of one character but through the words and actions of all the characters on the stage. Plays do usually have main characters, however. In this play, Julius Caesar is the major presence even though he is not on stage the most. Brutus and Cassius are the central figures in the story.

Notice the literary devices that Shakespeare uses in this play:

- powerful and vivid vocabulary ("The fault, dear Brutus, is not in our stars, but in ourselves, that we are underlings."),

- puns (“all that I live by is with the awl”),
- hyperbole (overstatement for effect, as “he doth bestride the narrow world like a Colossus,” which is also a simile),
- alliteration (“to mask thy monstrous visage”),
- synecdoche (using a part for the whole, as in “lend me your ears”), and
- apostrophe (addressing one who is not present, “Caesar, thou art revenged”)
- symbols (such as the storms portending evil events)
- monologues that reveal the thoughts of characters
- irony (as when Cassius describes Caesar’s weaknesses even as he is considered to be a god).

Most of the lines are in iambic pentameter (a form of meter that has five feet or sections per line, with the second syllable of each foot emphasized: -- ‘ -- ‘ -- ‘ -- ‘ -- ‘). Some couplets rhyme:

And af’ter this’ let Cae’sar seat’ him sure’,
For we’ will shake’ him, or’ worse days’ endure’.

Shakespeare also includes some delightful anachronisms (references to things that were not present in a given time period), such as characters hearing a clock strike or using candles for light. Rome in the first century BC did not have clocks or candles.

Julius Caesar was first performed in London in 1599. Elizabethan England was fascinated with the ancient world, so the subject would have been a popular one. This interest in Rome has continued to today, as has interest in Shakespeare’s character study set in that era. The play is more than history (and in some minor details it is not exactly accurate history). It is an inquiry into what motivates people and into power and political rivalries. These are universal battles, and as a result the play will always have an audience among people who seek to study and understand why people do what they do and who are willing to look into their own hearts to struggle with the same questions.

Unit 11

Lesson 51

1. What is the most important event in all of history?
2. How do you explain the worldwide impact of a man who never traveled more than 100 miles from His birthplace in His adult life?
3. Explain this statement: Jesus is the answer to mankind’s quest for God.
4. Why do you think opposition often feeds the flames of Christianity?
5. What did Jesus offer that other moral teachers did not and do not?
6. What is the meaning of the Greek word *euangelion*?
7. What are the features distinct to Luke’s gospel?
8. What was Luke’s occupation?

5. What assumptions do higher critics make about the Bible?
6. What do higher critics believe to be the origin of Biblical prophecies?
7. Why do people tend to view themselves as more intelligent than previous generations?
8. Why is a liberal, skeptical view of the Bible a shaky foundation for practicing religion?
9. What is the origin of the term “fundamentalist”?
10. Why do you believe the Bible is the true, inspired Word of God?

Unit 24

Lesson 116

1. What activity increased international competition in the period around 1900?
2. What attitude led to conflict within Europe?
3. What military trends developed during this period?
4. What countries were in the Triple Alliance?
5. What was the spark in the powder keg that started World War I?
6. What happened with regard to Russian government during World War I?
7. What did the European allies want to do through the Versailles peace treaty?
8. What was the total number of deaths (civilian and military) from World War I?
9. Why was Britain’s actions after World War I considered a move toward the welfare state?
10. Why was the League of Nations ineffective?

Questions on *Three Times and Out*

1. What was the man doing who was “reading his shirt”?
2. Why was Giessen called a “Show-Camp”?
3. If you were Mervin Simmons, how would your thoughts and actions be influenced by the reappearance of George Clerque?

Lesson 117

1. What factors led to dictator regimes arising in Italy and Germany?
2. What is *lebensraum*?
3. Who was the longest reigning Japanese emperor?
4. What was the effect of the Japanese attack on Pearl Harbor?
5. How did Americans help turn the tide on the battlefield?
6. What were V-E Day and V-J Day?
7. How did the U.S. help rebuild after the war?
8. What was a spiritual impact of the war?
9. How were relations between whites and blacks in America affected by the war?
10. What two countries were the postwar superpowers?

Lesson 118

1. What did Winston Churchill do before entering politics?
2. What was Churchill’s party affiliation?
3. What offices did Churchill hold in the British government?
4. With whom did Churchill develop a close relationship that helped bring aid to Britain?

5. Through what conflict between the Royal Air Force and the German Luftwaffe did Churchill guide his country?
6. Who married Churchill in 1908?
7. What did Churchill's daughter Mary serve as in the Auxiliary Territorial Service?
8. What strategy did Churchill promote to overcome Axis power?
9. Who knighted Churchill in 1953?
10. Why do you think Churchill was so popular?

Questions on the Speeches by Winston Churchill

1. Upon becoming prime minister, what did Churchill tell the House of Commons he had to offer?
2. Churchill told the British people that they should act in such a way that if the British Empire should last for a thousand years, men would still say what about them?
3. Why do you think Churchill's speeches were effective?

Lesson 119

1. What is the name of Japan in Japanese and what does it mean?
2. How many islands are in Japan?
3. What are the miniature trees that grow in Japan?
4. What is the indigenous group in Japan?
5. What traditional Japanese poetry consists of seventeen sounds on three lines?
6. What is the earliest known Japanese theater style?
7. What construction techniques compensate for frequent earthquakes?
8. Which Japanese martial art became highly developed in the 1600s on Okinawa and means "empty hand"?
9. What modern Japanese ceremony has been traced back to the 1500s?
10. What kind of vessels is Japan known for?

Lesson 120

1. What is peace if not simply the absence of conflict?
2. What was exceptional about the Old Testament peace offering?
3. What is the first step in peace with others?
4. How is true peace found?
5. Why is peace within the fellowship important?
6. How is peace in the fellowship of believers an amazing thing in view of the varied backgrounds of Christians?
7. What is the difference between peacekeeping and peacemaking?
8. In what sense did Jesus bring a sword?
9. What is the real answer to the world's problems and conflicts?
10. How can you be a peacemaker?

Questions on "Unity Between Nations"

1. What did Masterman say might prepare the way for a League of Nations?
2. What two things does Masterman say must be involved for such a scheme?
3. Do you think such a League could be established and work effectively?

Questions on *The Hiding Place*

1. In what year does the book begin?
2. What did Corrie call her home?
3. How did Corrie's family hide Jews?
4. Describe the way the Germans treated other people.
5. Why was Corrie thankful for fleas?
6. Whom did Corrie meet at a church meeting in Munich after the war?
7. What mindset allowed the Germans to treat people the way they did?
8. Write a paragraph on how Corrie's story affected you.

Literary Analysis of *The Hiding Place* by Corrie ten Boom

When you read *A Tale of Two Cities*, one question we asked was, "What do people do when they are called to give of themselves and perform great acts of service and self-sacrifice?" In *The Hiding Place*, you read about real people who did that in the midst of the worst crisis of the twentieth century.

The Hiding Place is a first-person memoir by Corrie ten Boom, written with popular Christian authors John and Elizabeth Sherrill and published in 1971, twenty-six years after the end of World War II. Their motivation is to tell Corrie's story faithfully and effectively, to encourage faith in God today, and to teach about the Savior's love and power. Their purpose is to honor Jesus Christ; to tell the story of His faithfulness; to remind people of the terrible evil of Nazism and the German concentration camps; and to honor those who gave their lives, especially Corrie's father and sister. Their message is that God was faithful during that time and that He always is, even in the darkest days.

Among the amazing passages in the book are her father's confidence that "there are no if's in the kingdom of God," that everything has a purpose in His divine and perfect plan—a belief that was severely tested during the war and the camp experiences; Corrie and Betsie giving thanks for the fleas in their concentration camp room and then realizing that the fleas enabled them to serve and teach more freely because the guards did not want to enter the room; and Corrie's dramatic meeting after the war with an SS guard from one of the camps. The narrative brings together the wisdom that her father shared with Corrie, her sister's shining faith, and Corrie's testimony of the hand of God that brings about good in the midst of terrible evil.

The story unfolds as powerfully as a well-written novel, with the added impact that the story is true. In fact, we can outline the book according to Freytag's Pyramid:

- Exposition with a flashback: Corrie's early life; narrative hook: the growing threat from Germany
- Inciting incident: German invasion of the Netherlands
- Rising action: the ten Booms' experiences harboring Jews
- Climax: arrest and removal to a concentration camp
- Falling action: Corrie's experiences in the camps
- Resolution: Corrie's release from the concentration camp
- Denouement: her later ministry, being able to forgive the SS guard

This suggests a reason why the Pyramid structure is used so often in fiction: things really do happen this way.

The story has plenty of conflict, including the Germans versus the Jews, the Germans versus the Dutch, the concentration camp guards versus the prisoners, and the struggles of faith within Corrie herself. The people in the story (in fiction they are characters, but these are real people) are well-portrayed; you come to believe that you know these people.

This analysis began with a question. Many other questions might come to your mind as you read the book, possibly including these:

Why did the Germans hate Jews? Why do some people hate other people? Have people learned nothing?

What was it like to live in the occupied Netherlands?

What was it like to hide Jews in your home at the risk of your own life and freedom?

What would I have done if I had been in that situation?

How did people survive the concentration camps?

These questions and others might prompt you to do further reading about the Holocaust.

You might wonder at the evil in the world and why some people are so cruel. But then you hear about amazing people who do amazing things because of their faith in God, and you are reminded of our amazing God who is still in control and working His will. This is the message and the hope that Corrie ten Boom wanted to share with you through this book.

Unit 25

Lesson 121

1. In what year did the Communist Revolution take place in Russia?
2. Who was the leader of the Bolsheviks and first leader of the Soviet Union?
3. What was the official name of the Communist government of the Soviet Union?
4. Who was Lenin's successor?
5. What was Winston Churchill's phrase to describe the separation between free and Communist countries?
6. Where were uprisings against Communist rule in 1956 and 1968?
7. Where was the first major military confrontation between Communist and Western countries in the early 1950s?
8. What country in Southeast Asia had a similar division between Communist and free portions and saw a major war in the 1960s?
9. What were some factors in the fall of Communism?
10. What was the first country to defect from the European Communist bloc with the election of a labor leader as head of government?

Questions on "The Sinews of Peace"

1. What did Churchill say was joined to primacy in power?
2. Churchill said an iron curtain had descended between what two points?
3. What solution through the United Nations did Churchill propose for lasting peace?

5. What is the mood or tone?
6. Does the narrator use dialog?

Characterization

1. What literary technique does the author use to describe the characters?
2. Do you think the characters in general are round or flat?
3. How does characterization take place?

How would you express the topic of *Animal Farm*?

How would you express the theme of *Animal Farm*?

Unit 26

Lesson 126

1. What were the most prominent dynasties in ancient China?
2. What was used by Buddhist monks to print sacred texts on paper in the eighth century?
3. The invasion and final conquest of China was accomplished by which two Mongol leaders respectively?
4. What dynasty began after Mongol rule?
5. Why did the Chinese see Europeans as backward?
6. What country fought China in the Opium War?
7. What 1850 uprising was an attempt to restore Chinese traditions?
8. What was the term used to describe an area in China controlled by a European country?
9. What two parties vied for control of China in the early twentieth century?
10. Who led the Communist victory in China?

Questions on *A Tour in Mongolia*

1. Why does Bulstrode say the Finn did not claim his lock?
2. Why was the author surprised when the boy was introduced as “the son of my brother, the lama”?
3. Why do you think Dobdun has not become a Christian?

Lesson 127

1. What were Muslim rulers of India called?
2. What late 14th century invaders were led by Tamerlane?
3. Who led the 1526 Mogul invasion?
4. What was the purpose of the Taj Mahal?
5. What British organization led that country’s presence in India?
6. Who led the Congress Party after World War II?
7. What policy did he follow in trying to oust the British?
8. What two countries were formed as a result of independence from Britain?
9. What were the religious majorities in each?
10. What country did East Pakistan become?

Questions on “A Living Sacrifice”

1. Why did Tani not want to follow custom after her husband’s death?
2. Why did Dwarki take Tani’s place?
3. What is your reaction to this story?

Lesson 128

1. What was the Japanese national religion from 1868 to 1945?
2. What was the title of the leaders of the military governments of Japan?
3. What dynasty ruled Japan from the 1600s to 1868?
4. What American opened trade with Japan?
5. What emperor helped Japan become modernized?
6. What province of China did Japan take over prior to World War II?
7. From what does Korea get its name?
8. What two countries divided Korea after World War II, and how was it divided?
9. What European country controlled Indochina?
10. What southeast Asian country was not colonized?

Questions on the Letters from King Monghut and President Lincoln

1. What weapon did the King of Siam send as a gift to the President of the United States?
2. What additional gift did the King of Siam offer if the United States would provide transportation?
3. What excuse does Lincoln give for not accepting the offer of the additional gift?

Lesson 129

1. With what denomination was Adoniram Judson first associated?
2. What caused him to change?
3. In what country did Judson serve for many years?
4. What task did he accomplish for the Burmese?
5. What did Amy Carmichael want to do with her life?
6. In what country did Carmichael serve for many years?
7. What institution did she help to start?
8. Where did Eric Liddell’s family serve as missionaries?
9. When and in what event did Liddell win an Olympic gold medal?
10. In what circumstances did Eric Liddell’s life end?

Questions on Rules of Holy Living and *Things as They Are*

1. Which of Judson’s rules do you feel is most important for you to work on in your life?
2. Is there a rule you would add to the list?
3. What happened while Carmichael was teaching the girls and women that caused her to be turned out?
4. How did the mob treat them after the first villagers were converted?
5. How would you feel in the face of the “tiger”?

Lesson 130

1. What is often needed before someone will want to listen to the gospel?
2. What was the law of gleanings?
3. How do we know Jesus was poor?
4. What was the difference between the sheep and the goats?
5. What act did Jesus say would be told wherever the gospel is preached?
6. What were examples of charity in the early church?
7. What did James say was pure and undefiled religion?
8. What group will find it hard to enter the kingdom of God?
9. What is the best way to help others?
10. What are some things you can do to help others?

Questions on Recollections of Eric Liddell

1. How did Liddell exemplify Christ in the Weihsien Camp?
2. What did the singing and playing of hymns do for the internees?
3. The author says that Liddell would not want us to think solely of him, but of whom?

Unit 27

Lesson 131

1. What group controlled Spanish colonies in the Americas?
2. Who were the creoles?
3. Who were mestizos?
4. Where was the first successful Latin American revolution?
5. Who was the leading figure in Latin American struggles for independence?
6. What was his dream for Latin America?
7. What United States policy warned European powers to stay away from Latin America?
8. The United States started developing a colonial empire because of what war?
9. With what Latin American country did the United States have major confrontations in the early 1960s?
10. What country did Daniel Ortega rule?

Lesson 132

1. What was the name of the priest who tried to foment a revolution in Mexico against Spain?
2. What group successfully rebelled against Spain?
3. Who led Mexico during its conflicts with the United States?
4. Who won the Mexican War?
5. What European leader tried to make the Austrian Maximilian the emperor of Mexico?
6. What was the Zimmerman Telegram?
7. Who seized power in Mexico in 1914?
8. What party dominated Mexican politics through much of the twentieth century?
9. What does NAFTA stand for?
10. What was remarkable about the 2000 election in Mexico?