

Gileskirk

Antiquity



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Primary Texts and Literature Texts:

Bible

The Epic of Gilgamesh (Publisher: Penguin)

James Jordan: *Primeval Saints*

Aesop's: *Fables* (Publisher: Penguin)

Samuel Johnson: *The History of Rasselas* (Publisher: Penguin)

Aristotle: *Poetics*

Finley: *Portable Greek Historians*

Homer: *Illiad* and/or *Odyssey* (Fagels translation)

Shakespeare: *Julius Caesar*

Wilbur, Mahand, Grant: *Anthology of Ancient Literature*

An Introduction to Gileskirk

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Gileskirk curricula are designed to be complete, self-contained courses of study for individual students, a family, or a group. The goal of Gileskirk is to provide a strong liberal arts study surveying the disciplines of history, literature, philosophy, theology, civics, art, music, and architecture of a particular epoch. In our students, we hope to foster a love of learning, a passion for reading, and the ability to discern worldviews and to think critically. To that end, we hope this introduction will provide insight and instructions for using Gileskirk studies in your home or classroom.

Antiquity is a study of the time period which begins with Creation and extends to the fall of the Roman empire. Beginning with the foundations of our world in the Genesis account of the Bible, the study will also include the ancient civilizations in Mesopotamia, Egypt, Israel, Greece, India, Persia, China, Africa, Rome, and the Meso-American empires of the Incas, Aztecs, and Mayans.

Elements of the Course

Each Gileskirk study course is comprised of the following material:

Lectures

Each lesson is built around a lecture delivered by Dr. Grant to the Humanities class at Franklin Classical School. These lectures are available as audio cassettes or on CD-ROM. Each lecture is numbered to indicate its order within the series. As much as possible, Dr. Grant's class instructions for projects, assignments, and readings have been included. You will need to allow for extra class periods during the year to accommodate project presentations, review sessions, and exam days for the midterm and final. You may also desire extra class periods for discussions of the literature texts. The numbered lessons in this book correspond to the numbered lectures.

Lesson and Outlines

Each lesson gives the reading assignments *which should be finished before listening to the lecture* as well as vocabulary assignments where applicable. If a quiz is to be given it is listed at the beginning of the lesson, and the quiz should be given before the lecture. The quiz will cover information from the previous lectures and readings. Additional homework assignments are due the next class period. If the homework assignment is a reading journal entry, it should be written that day. Each lesson includes an outline for the specific lecture. While students should certainly use the outlines as guides to help order their notes, the temptation is to copy the information and then relax. Students' note-taking skills will improve throughout the year, but teachers and mentors should check notebooks occasionally to make sure students are getting the

important information. A series of bad quiz grades could be another indication that students are merely copying the outlines rather than taking substantive notes.

Reading Assignments

The primary texts, literature texts, *Stirling Bridge* Literary Journals, and supplementary books are listed at the beginning of each grading period. Each lesson plan includes the specific reading assignments in the primary texts to be completed before listening to the lecture. The recitations are to be read before class and then recited aloud in class. Many of these will be memorized.

Primary Text and Literature Text

For the study of Antiquity, the primary text is also the literature text in many cases. The *Bible* is also a primary text, with required reading assignments. A specific literature text is assigned for each grading period. The primary or literature text is listed in each lesson plan with specific assignments. The lectures essentially assume familiarity with the literature and then build upon themes within the literature.

Stirling Bridge

The *Stirling Bridge* Literary Journal, which is listed as a literature text each grading period, is a guide to the literature text as well as to the time period being studied. The *Stirling Bridge* issue should be read carefully before beginning the period of study for which it is assigned. The themes expounded in each *Stirling Bridge* are essential to the student's understanding of the lectures. *Appendix D* contains the *Stirling Bridge* Literary Journals.

Supplemental Reading

A list of Supplemental Reading choices relating to the time period or topic being studied is given at the beginning of each grading period. The student should choose one book from this list to be read during this period. However, the student must pace himself since usually no specific assignments of the supplementary readings are given.

Reading Journal

Dawson Trotman, founder of the Navigators, often said, "Thoughts tend to disentangle themselves when they flow over the tip of a pencil."

Each student should develop the discipline of daily journal writing from the assigned or supplementary readings. The reading journal is a book or notebook reserved only for writing reflections on one's reading, thus organizing and giving coherence to one's thoughts.

Each student should keep a reading journal of some sort, a book or notebook reserved only for reading journal entries. At the end of each month the teacher/mentor should collect the reading journal for a class participation grade. For the purpose of the Gileskirk study, the journal entries should be reflections on readings in the textbook assignment, the literature selection, the *Stirling Bridge*, or the supplementary reading book. The student should discuss his thoughts on the ideas, themes, and characters in the books; journal entries should not be what he did that day, what TV show he is watching, or other "mental laundry." However, grammar standards should be relaxed

because the student should be more concerned with content rather than making corrections, etc.

High school students are expected to write about a page, approximately two hundred to two hundred fifty words; junior high students should write one-half of a page. These amounts can be adjusted to the ability of the student, but each student should start slowly and increase in length and substance over the course of the year. Students should be required to make five journal entries a week, which gives them Sundays off and one other day of their choosing. A quick pop-check of journals, before the normal collection at the end of the month, reveals more accurately who keeps up with daily journaling and who is waiting until the night before journals are due.

Reading journals are excellent for integration, especially with English classes. Teachers in other classes can provide specific directions or assignments, such as discussing a particular style, character, event, idea, etc. Homework of this type can also help new or younger students learn how to write in their journals. However, students should only have such assignments once or twice a week—the subject of most of their journal writing should be their discretion.

Recitations & Handouts

Recitations serve several functions in Gileskirk courses. Primarily, they provide an exercise in memorization. However, they also introduce students to important works of literature, notable prayers, significant ideas, etc. Recitations for Antiquity are found in the first lesson for the month they are to be used.

Other handouts, such as a maps or illustrations, are occasionally provided to reinforce a particular idea or topic. The instructions for and significance of the handout is explained in the lecture.

Additional Assignments

Additional assignments are listed on the lesson plan when applicable. These will be of various types, including directed journal entries, such as writing a ballad on a specific topic.

Quizzes

Approximately every other lesson plan will include a quiz that should be taken before listening to the lecture which it accompanies. The quizzes reinforce important information from the previous lectures and reading assignments; therefore, a particular question may appear on three or four quizzes. Students should correct their old quizzes so they may use them to study for future quizzes and the exams.

In his classes, Dr. Grant always refers to quizzes as “opportunities” because they are opportunities for students to show what they know. Such a euphemism is usually greeted with groans, but students eventually use the new name. While you certainly don’t have to continue this tradition, don’t get confused if, during a lecture, you hear a reference to an “opportunity”—it simply means a quiz.

Each quiz has a corresponding key (see *Appendix B*) with all of the answers for each question and possible point values. The best possible answer is provided. Deduct points according to an answer’s proximity to the ideal answer. On discussion questions,

the salient points that are required for full credit are listed, but the answer still needs to be in correct, full sentences and/or paragraphs—not bullets or a list. Many quiz questions have two parts: list and describe or list and identify. If a student does not do both, he loses half of the points. For more information on grading quizzes, see *Grading the Material* below.

Exams

Two major exams, the Midterm and the Final, are given for this study. *Appendix C* is comprised of the exams, exam keys, and the study guides for these major tests. See *Grading the Material* for information on how to average the midterm and final exam scores into the grades for the year.

In the lesson plans, there are instructions for giving the study guides to the students for test preparation. Students are to find the definitions, answers, etc. from the opportunities and class notes. Students should review the literature and supplemental reading and mentally form an outline of about 3 main points regarding theme, characters, and/or the importance of the work in history. Encourage the formation of study groups so students can share knowledge and study together. Set aside class time to answer students' questions in the event they are unable to locate all of the information. Also, plan to discuss the main ideas in the literary works itemized on the study guides.

The midterm exam is given after the first semester of study. It is comprehensive. Allow 2 to 4 hours for students to complete the exam. After grading the midterm, return it to students as it will be a valuable study guide for the final exam. The final is given at the end of the year and is also comprehensive. Again, allow 2 to 4 hours for the exam.

Projects

Projects, whether monthly or quarterly, are an important part of the course. They are not only a significant portion of students' grades, but also they engage the more creative side of the students, which is especially important for students who are less academically inclined. The required projects are described at the beginning of each grading period and again in *Appendix A*. The 40 Hour Project synthesizes all of the different areas and ideas which have been studied during the course of the year, but each student should also design this project along the lines of his own interests. Projects should always be presented before an audience, even if it is a family and some friends; such an atmosphere makes the students do a better job and gives them an opportunity to work on their oratory skills.

Grading the Material

Grading Percentages

The course grade breaks down according to the following percentages:

33% Class participation	Primarily journals, but also includes homework and class participation
33% Quizzes	Quiz grades, usually drop one quiz per grading period

33% Projects

Projects and their presentation (See *Appendix A*)

Exam scores at Franklin Classical School are figured into the grades according to the following policies: each quarter in a semester counts either 40% or 45% and the midterm and final exams count 20% or 10%. You are free to create your own percentages on the exams, but we strongly encourage you to keep the other percentages for participation, quizzes, and projects intact. The ratios ensure the proper emphasis, and in particular, they prevent the quiz scores from becoming the majority of the grade.

Grading Quizzes

The quizzes are an important part of the course, but they are a means to an end. Students should be graded fairly severely on the quizzes, especially after the first quarter, as an impetus to study and memorize the material well. Students are forced to ingest the information; however, the real goal is to get the students to digest it - to think through the material critically. Therefore, discussion questions are almost always weighted more than questions that ask students merely to identify or define a word.

Some students consistently fail quizzes because they do not put the necessary effort into studying. Other students try but have more difficulty performing well on written tests. Unless a student has a problem memorizing or a disability, he should be allowed to have poor quiz grades if he is not willing to exert the effort to learn the material. Most students will improve and should be encouraged in that goal, yet the students that typically do poorly on the quizzes usually do very well on projects and journals. Some of that higher quality work is out of necessity, but it generally occurs because less academic students shine during projects and in their journal writing, which is another reason why journals, projects, and quizzes are weighted equally. Students who do well on quizzes usually get slightly above average marks on projects and in journals, at the very least. Therefore, be as lenient as possible within strict standards for quiz grades, give partial credit as much as possible, and encourage students that the quizzes are conquerable, although it may take the better part of the year for some.

Adapting Material for Junior High Students

All of the lectures and quizzes in this curriculum come from the high school version of Franklin Classical School's Humanities course. However, the course can easily be adapted to a junior high level. The reading lists have choices for junior high students, and the quizzes can be adapted. Parents will need to take a more active part with the younger students: helping them read and understand the selections, making sure the students take good notes, helping the students manage their study time, reviewing the vocabulary sentences to ensure that the words are used properly. This increased participation is especially true at the beginning of the course.

Quizzes can be adapted by reducing the number or length of answers required. Dr. Grant routinely gives the Upper Division quiz to the Lower Division students; however, he allows Lower Division students to skip five answers. *Please note that skipping five answers is very different from skipping five questions, since the quiz questions almost always consist of multiple answers, usually three to five points that must be listed and described.* Each answer point skipped counts as one skip. If students skip a question asking for the name of the Axis countries, three skips are used. Discussion questions

cannot be counted as a skip; however, if a question ask for a one-page answer then junior high students need only write a one-half page answer. If the senior high students are supposed to answer four questions with a one-half page each, junior high student should only answer two with a one-half page each.

One final note on grading quizzes for junior high students is that the answers given on the keys should be viewed differently. If the student gives the main idea, full credit is usually given. As the course progresses, require a little more of them, but not much. By the end of the year, if the junior high students are getting the main details then give them full credit.

Antiquity Book List

Primary Texts and Literature Texts:

Bible

The Epic of Gilgamesh (Publisher: Penguin)

James Jordan: *Primeval Saints*

Aesop's: *Fables* (Publisher: Penguin)

Samuel Johnson: *The History of Rasselas* (Publisher: Penguin)

Homer: *Illiad* and/or *Odyssey* (Fagels translation)

Shakespeare: *Julius Caesar*

Wilbur, Mahand, Grant: *Anthology of Ancient Literature*

Other Useful Texts:

Ryken: *Literature of the Bible*

E. C. Wines: *The Hebrew Republic* (Publisher: Plymouth Rock)

Aristotle: *Rhetoric, Politics, and Poetics* (Publisher: Penguin)

Plato: *The Republic*

M. I. Finley: *Portable Greek Historians* (Publisher: Viking)

Henryk Sienkiewicz: *Quo Vadis*

Basil Davenport: *Portable Roman Reader* (Publisher: Viking)

Cicero: *Orations*

Jack Sparks: *Letters of the Apostolic Fathers* (Publisher: Light and Life)

Supplemental Reading

Lower Division Upper Division

First Month

Adam and His Kin, Ruth Beechick

How the Bible Came to Us, Meryl Doney

Song of Abraham, Ellen Gunderson Traylor

The Blood of the Moon, George Grant

The Genesis Flood, John Whitcomb and Henry Morris

How to Enjoy the Boring Parts of the Bible, Philip Rosenbaum

Not Knowing Whither, Oswald Chambers

☒ *Through New Eyes*, James Jordan

Second Month

- ☑ *Guide to Ancient Egypt*, Cynthia Shearer
- ☑ *The Golden Goblet*, Eloise Jarvis McGraw
- ☑ ☒ *The Cat of Bubastes*, G.A. Henty (may be read by all levels)
- ☒ *Ancient Egyptian Myths and Legends*, Lewis Spence
- ☒ *Life in Ancient Egypt*, Adolf Erman

Third Month

- ☑ *Mara: Daughter of the Nile*, Eloise Jarvis McGraw
- ☑ *Pyramid*, David Macaulay
- ☑ *Tut's Mummy: Lost and Found*, Judy Donnelly

- ☒ *Egyptian Language*, E.A. Wallis Budge
- ☒ *Ancient History*, Michael Grant
- ☒ *The Ancient Engineers*, L. Sprague de Camp

Fourth Month

- ☑ ☒ *God Gave Us Stories*, Richard Pratt
- ☑ ☒ *Wise Words*, Peter Leithart
- ☑ ☒ *War Psalms of the Prince of Peace*, James Adams
- ☑ ☒ *Christ in the Passover*, Ceil and Moishe Rosen
- ☑ ☒ *The Temple and Its Worship*, Alfred Eddershiem
- ☑ ☒ *The Micah Mandate*, George Grant

Fifth Month

- ☑ *The Usborne Greeks*
- ☑ *Children of the Fox*, Jill Walsh
- ☑ *Famous Men of Greece*, Haaren, Poland, and Schearer
- ☑ *The Wonder Book*, Nathaniel Hawthorne

- ☒ *The Age of Fable (Bulfinch's Mythology)* by Thomas Bulfinch
- ☒ *Birth of Greece*, Pierre Leveque
- ☒ *The Greek Way*, Edith Hamilton
- ☒ *Plays*, Aristophanes, Euripides, Sophocles

Sixth Month

- ☑ *The Trojan War*, Abraham Evslin
- ☑ *Alexander the Great*, John Gunther
- ☑ ☒ *Mythology*, Thomas Bulfinch
- ☑ ☒ *Alexander the Great*, Pierre Briant
- ☒ *The Republic*, Plato
- ☒ *Noble Lives*, Plutarch

Seventh Month

- ☑ ☒ *The Analects*, Confucius
- ☑ ☒ *Bhagavad Gita*
- ☑ ☒ *The Lost Heart of Asia*, Colin Thubron
- ☑ ☒ *Arabian Nights*, Richard Burton
- ☑ ☒ *Travel's in Persia*, John Chardin

Eighth Month

- ☑ ☒ *Sparticus*, Howard Fast
- ☑ ☒ *Marius the Epicurean*, Walter Pater
- ☑ ☒ *Caesar*, John Buchan
- ☑ ☒ *Augustus*, John Buchan
- ☑ ☒ *Orations*, Cicero

Ninth Month

- ☑ ☒ *For the Temple*, G. A. Henty
- ☑ ☒ *Roman Engineers*, L. A. Hamey
- ☑ ☒ *The Robe*, Lloyd Douglas
- ☑ ☒ *Ben Hur*, Lew Wallace
- ☑ ☒ *City of God*, Augustine

Advice to the Teacher

Practical Tips & Wisdom for Gileskirk Teachers

Start Slowly

Gileskirk Humanities Curricula are challenging because of the reading requirements, the amount of information, and an approach that radically differs from most classes students have taken. Adjusting to all of these characteristics at once can be overwhelming for students. Therefore, we suggest that you spend extra time on the first few lectures and reading assignments. After listening to the lecture, go over the main points yourself, and make sure the students understand them. Discuss the reading to ensure their comprehension. If necessary, decrease the amount of writing required in their journals during the first few weeks. Possibly give the first quiz over if the student failed; this provides a correction for learning what is expected on a quiz. Be especially patient with students who are using Gileskirk materials for the first time. While you should certainly expect them to improve, help your students make the adjustment as smoothly as possible. Try to find the balance between keeping the standard high and realizing that anything worthwhile takes time to develop. What your students can handle at the beginning of the year is not as important as what they can accomplish at the end.

Persevere

Since this course is much more challenging than most, many students will be overwhelmed. They will complain; they will refuse to do their work; some may shut down. The beginning of a new school year always means that we literally have students in tears every night for the first few weeks. We even have parents in tears at the start. Teachers, you may receive anxious phone calls from parents.

What students need most is encouragement and confidence. Most have never had to do this amount of work for any one class; some have never had to do it in all of their classes combined. Students will be quite earnest when they say they cannot do it. Parents will be earnest when they say their students cannot do it. The students truly believe that they cannot because they have never had to.

But they are wrong.

The students may need to be shown step-by-step how to complete some of the assignments, just to prevent them from becoming paralyzed by not knowing where to begin. A special class on study skills or time management can help tremendously. Keep the students working, encouraging them to do as much as they can, and they will eventually surpass your expectations.

One final word of caution: Some students who really try may not do well the entire year, especially ones that are less mature or that are slower readers. However, if they can persevere, our experience has been that they do well the next year.

Avoiding Burnout

The intensity of this course causes most students to burn out at some point during the year—your students are not immune to it. How can you minimize burnout? Every few months, try to vary the pace a little. Lighten the homework. Take a day off from the lecture and get a guest lecturer to cover some related topic. Or if you can find a good film adaptation of one of the literature texts, watch it in class or go to the theatre. (Teachers should carefully screen anything before it is shown to the class, taking into account the guidelines of the particular school or group.) In 1998, Franklin Classical School switched to a schedule which has several two-week periods scattered throughout the year in order to break up the pace. Projects are not usually required during these periods, so the academic load is lightened.

Adapting This Course

Just as every student is different, so schools and classes are different. Each has its own peculiar make-up. Consequently, you may have to alter this course. Adding a ten or fifteen minute literature discussion period, so students can ask questions about the reading assignments (primary texts, literature or supplemental reading) can be helpful. Or some of the younger students may need fewer and/or less difficult vocabulary words. You may want to require all students to read the same supplementary reading book, so you can discuss it in class. Do they need to take a quiz home for homework? Do they need to take a quiz over, or correct the wrong answers for a grade? You know your students best; this is your course—adapt it to your students’ strengths and weaknesses. Maintain the high standards, but wisely have compassion when necessary. Always encourage your students, and tell them they can make it.

Mentoring & Discipleship

No matter how good the teaching, a tape or video is never an adequate replacement for a real person. Why? Biblical education is passed from one generation to the next, person to person. We believe that for students to care about education they must have a teacher who cares about them. As G.K. Chesterton said so well, “The most important fact about the subject of education is that there is no such thing. Education is not a subject, and it does not deal in subjects. It is instead the transfer of a way of life.”

Although Dr. Grant is the taped lecturer, parents and teachers are the primary mentors or disciplers. You are attempting to inculcate a love of learning, a passion for books and reading, and a particular worldview, one that recognizes Christ’s Lordship over all of Creation.

What Is Really Important?

“Somehow, our whole approach to teaching and learning has gone awry. Do you sometimes have an uneasy suspicion that the product of modern educational methods is less good than he or she might be at disentangling fact from opinion and the proven from the plausible? Although we often succeed in teaching our pupils subjects, we fail lamentably on the whole in teaching them how to think. They learn everything except the art of learning.” Dorothy Sayers

A commitment to an integrated Humanities curriculum is the foundation upon which all the [courses] are built. In other words, our courses of study are examinations of our culture emphasizing the basic classical scholastic approach of moral philosophy—thus equipping students with the tools for a lifetime of learning: a working knowledge of the timetables of history, a background understanding of the great literary classics, a familiarity with the sweep of art, music, and ideas, a worldview comprehension of basic geography, a principle approach to discerning the significance of current events, and an emphasis on a Christian life paradigm. The idea is to study human achievement in context—both in terms of its historical and societal sequence and in terms of its providential and cultural importance. Out of this integrated understanding of God’s world every other subject and discipline is informed.

Dr. George Grant

In practical terms, what does this mean? The most crucial information a student can learn from a lecture is not the multitude of facts—neither the names, the dates, nor the events. All of these derive their importance because they are a means to an end. The crucial part of the lecture is the big picture, the point of which is usually listed or discussed briefly at the end of the lecture. As much as Dr. Grant admires Bonnie Prince Charlie, Teddy Roosevelt, and G.K. Chesterton, he does not want students to learn all of the details of their lives. Instead, he tells stories about those people so students may understand their principles, their beliefs, and their worldviews.

Therefore, questions on quizzes focus more on the significance of individuals’ lives, the fundamental characteristics of philosophies, or the key points of a document. Dates and peoples’ names are pegs to help order all of the information so the students have a general understanding of the flow of time; what is more important is how the event on that date changed Europe or how a particular person altered the culture.

Some will argue that details are important. Some will say that students need to know these facts. True, and Gileskirk students will learn many facts, but secondary students need to be moved beyond just facts; they need to learn about worldviews and how to read critically. If they forget a fact, they can look it up; when they do, they will be able to determine the bias of the book they are using and the worldview of the author. Such skill in discerning and understanding will not be forgotten.

Understanding Humanities & Moral Philosophy

The 20th century modernist approach to history is reflected in the name that their historians give it: Social Science. The modernist, to whom science is god, views people as machines. However, the philosophical view of history that under-girds all Gileskirk curricula is Moral Philosophy. It treats history more like an art or philosophy in that both require judgement, wisdom, and moral beliefs, not mere data. Moral philosophy recognizes that people are not reducible to a set of scientifically quantifiable laws and formulas. Humanity is more complex than that; therefore, history is, too.

Moral Philosophy teaches us lessons. We can see that unaided human efforts can create a Roman Empire but cannot sustain it. We can see the reflection of a leader's disobedience to God in the culture and society of the nation as a whole. We can learn how the Church throughout the ages has served her Lord. We gain a perspective removed from our own time, which helps us discern the faults and false philosophies of the culture around us. History does repeat itself only as much as there is nothing new under the sun, for Man has not changed.

Moral philosophy provides heroes, not celebrities; it proclaims men evil and guilty, not troubled in their youth. Moral philosophy is a substantive examination from whence we have come, so we can see where we are and where we will be. It is an attempt to learn from the sins and accomplishments of our forefathers just as the Israelites were to learn from the monuments made to God and from the Feast of the Passover. God has done great things for His people throughout history. His Hand brings events to pass as He works out the salvation of His children. Moral philosophy views history in light of this great Truth.