



LIFE PAC®

# Foundations for Living

Teacher's Guide



Alpha Omega Publications

# Foundations for Living

## Studies in the Christian Worldview

# Teacher's Guide

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C O U R S E



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# Course Description

*Foundations for Living* is a ten-unit LIFEPAAC elective for high school students. Designed especially with 11th and 12th graders in mind, *Foundations for Living* provides a Bible-based, sequential development of a Christian worldview through the use of fundamental truths from the Bible and the application of biblical principles to the various areas of contemporary life. The course aims to pull all of a student's education together into a unified whole, preparing them for their new adventures beyond high school in the home, church, college, and society.

## Course Objectives

Objectives for this course include:

- To understand the unique identity of the Christian worldview
- To observe how all truth properly fits together into the Christian worldview
- To discern the differences between a Christian and non-Christian worldview
- To equip students to think and live with discernment and conviction
- To recognize how the world's philosophies of the past affect contemporary thinking and living
- To provide a biblical model by which any issue can be assessed and judged

## Course Structure

*Foundations for Living* builds sequentially through the curriculum.

**Unit 1:** What Is a Biblical Worldview? – Ancient Greek Worldview, Ancient Hebrew Worldview, Conflicting Worldviews

**Unit 2:** Presuppositions – Assumptions and Presuppositions, Truth and Morality

**Unit 3:** The Doctrines of the Bible – The Inspiration of Scripture, the Attributes of God, The Authority of God's Word

**Unit 4:** God's Creation – the Sovereignty of the Creator, the Sanctity of and Purpose of Human Life

**Unit 5:** The Family – the Fatherhood of God; Godliness, Leadership, and Fatherhood

**Unit 6:** The Bible and Marriage – The Successful Christian Family, Roles of Family Members, Role Conflicts in Our Culture

**Unit 7:** Dating to Matrimony – Dating vs. Courtship, Making a Commitment, the Engagement

**Unit 8:** Christian Education – Created to Learn, Filtering Facts and Applying the Truth

**Unit 9:** Art, Music, and Politics – A Christian Worldview in the Arts, A Christian Worldview in Politics

**Unit 10:** Putting It All Together – Applying a Biblical Worldview, Review

## Course Features

*Foundations for Living* provides six tools to help the students achieve the course goals.

1. Bibliography – The Teacher's Guide contains a bibliography for each unit. These resources may be used for research and further study.
2. Overview – Each unit contains a summary statement for its contents
3. Objectives – Each unit provides an objective list of goals to be achieved
4. Vocabulary – Each unit presents a vocabulary list focusing on significant terms
5. Projects – Each unit requires the completion of a variety of reading and writing projects
6. Questions – Each unit contains a variety of question types to assist review and learning



# Course Description

## Worldview “Trees”

*Foundations for Living* utilizes a recurring visual metaphor throughout the ten units to provide a historical picture of the ongoing differences and conflicts between the Christian and non-Christian worldviews.

- A “tree” imagery is used to depict the identity of different cultures.
- Two basic worldviews (God’s and Man’s) are depicted in four phases of history.
- The process of developing a “culture” is described through four stages of action: believing, thinking, seeing, and doing.
- The categories of the “roots” and “fruits” of each tree represent the significance of ideas and their consequences.
- Questions invite the student to apply the principles to their own lives.

## Teacher Role

Most of the course instructional material for *Foundations for Living* is written directly into the LIFE PACs. However, the teacher provides a vital role by supplementing the learning base. Course effectiveness depends on teacher planning, organization, and evaluation of student progress through the review of student work and teacher/student interaction. Teachers personalize the learning process by implementing instructional strategies in order to maximize the quality of learning for each student.

## Course Materials

Ten student workbooks and a Teacher’s Guide.

# Suggested Reading for the Course

## Suggested Reading for Unit I

## WHAT IS A BIBLICAL WORLDVIEW?

- Bork, Robert H. *Slouching Towards Gomorrah: Modern Liberalism and American Decline*. New York, NY: Regan Books, 1996.
- Clark, Gordon H. *A Christian View of Men and Things*. Grand Rapids, MI: Eerdmans, 1952.
- Geisler, Norman L. and William D. Watkins. *Worlds Apart: A Handbook on Worldviews*. Grand Rapids, MI: Baker, 1989.
- Guinness, Os. *The Dust of Death: A Critique of the Establishment and the Counter Culture And a Proposal for a Third Way*. Downer's Grove, IL: InterVarsity Press, 1973.
- Kuyper, Abraham. *Christianity: A Total World and Life System*. Marlborough, NH: Plymouth Rock Foundation, 1996.
- Machen, John Gresham. *Christianity and Liberalism*. Grand Rapids, MI: Eerdmans Publishing Company, 1987.
- Nash, Ronald H. *Worldviews in Conflict: Choosing Christianity in a World of Ideas*. Grand Rapids, MI: Zondervan Publishing House, 1992.
- Noebel, David A. *Understanding the Times: The Religious Worldviews of Our Day and the Search for Truth*. Manitou Springs, CO: Summit Press, 1991.
- Phillips, W. Gary and William E. Brown. *Making Sense of Your World from a Biblical Viewpoint*. Chicago, IL: Moody, 1991.
- Schaeffer, Francis. *Death in the City*. Downer's Grove, IL: InterVarsity Press, 1980.
- Schaeffer, Francis. *How Should We Then Live?* Old Tappan, NJ: Revell, 1976.
- Singer, Gregg C. *A Theological Interpretation of American History*. Nutley, NJ: The Craig Press, 1975.
- Sire, James W. *The Universe Next Door: A Basic World View Catalog*. Downers Grove, IL: InterVarsity Press, 1976.
- Wells, David F. *No Place For Truth or Whatever Happened to Evangelical Theology?* Grand Rapids, MI: Eerdmans Publishing Company, 1993.



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## STRUCTURE OF THE LIFEPAC CURRICULUM

The LIFEPAC curriculum is conveniently structured to provide one teacher handbook containing teacher support material with answer keys and ten student worktexts for each subject at grade levels two through twelve. The worktext format of the LIFEPACs allows the student to read the textual information and complete workbook activities all in the same booklet. The easy to follow LIFEPAC numbering system lists the grade as the first number(s) and the last two digits as the number of the series. For example, the Language Arts LIFEPAC at the 6th grade level, 5th book in the series would be LAN0605.

Each LIFEPAC is divided into 3 to 5 sections and begins with an introduction or overview of the booklet as well as a series of specific learning objectives to give a purpose to the study of the LIFEPAC. The introduction and objectives are followed by a vocabulary section which may be found at the beginning of each section at the lower levels, at the beginning of the LIFEPAC in the middle grades, or in the glossary at the high school level. Vocabulary words are used to develop word recognition and should not be confused with the spelling words introduced later in the LIFEPAC. The student should learn all vocabulary words before working the LIFEPAC sections to improve comprehension, retention, and reading skills.

Each activity or written assignment has a number for easy identification, such as 1.1. The first number corresponds to the LIFEPAC section and the number to the right of the decimal is the number of the activity.

Adult checkpoints, which are essential to maintain quality learning, are found at various locations throughout the LIFEPAC. The teacher should check 1) neatness of work and penmanship, 2) quality of understanding (tested with a short oral quiz), 3) thoroughness of answers (complete sentences and paragraphs, correct spelling, etc.), 4) completion of activities (no blank spaces), and 5) accuracy of answers as compared to the answer key (all answers correct).

The Self Test questions are also number coded for easy reference. For example, 2.015 means that this is the 15th question in the Self Test of Section II. The first number corresponds to the LIFEPAC section, the zero indicates that it is a Self Test question, and the number to the right of the zero the question number.

The LIFEPAC test is packaged at the centerfold of each LIFEPAC. It should be removed and put aside before giving the booklet to the student for study.

Answer and test keys have the same numbering system as the LIFEPACs and appear at the back of this handbook. The student may be given access to the answer keys (not the test keys) under teacher supervision so that he can score his own work.

A thorough study of the Curriculum Overview by the teacher before instruction begins is essential to the success of the student. The teacher should become familiar with expected skill mastery and understand how these grade level skills fit into the overall skill development of the curriculum. The teacher should also preview the objectives that appear at the beginning of each LIFEPAC for additional preparation and planning.



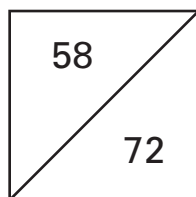
# LIFEPAC Management

## TEST SCORING and GRADING

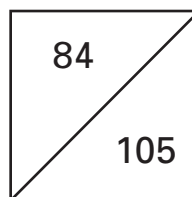
Answer keys and test keys give examples of correct answers. They convey the idea, but the student may use many ways to express a correct answer. The teacher should check for the essence of the answer, not for the exact wording. Many questions are high level and require thinking and creativity on the part of the student. Each answer should be scored based on whether or not the main idea written by the student matches the model example. "Any Order" or "Either Order" in a key indicates that no particular order is necessary to be correct.

Most Self Tests and LIFEPAC tests at the lower elementary levels are scored at 1 point per answer; however, the upper levels may have a point system awarding 2 to 5 points for various answers or questions. Further, the total test points will vary; they may not always equal 100 points. They may be 78, 85, 100, 105, etc.

ex. 1



ex. 2



A score box similar to ex. 1 above is located at the end of each Self Test and on the front of the LIFEPAC test. The bottom score, 72, represents the total number of points possible on the test. The upper score, 58, represents the number of points your student will need to receive an 80% or passing grade. If you wish to establish the exact percentage that your student has achieved, find the total points of his correct answers and divide it by the bottom number (in this case 72.) For example, if your student has a point total of 65, divide 65 by 72 for a grade of 90%. Referring to ex. 2, on a test with a total of 105 possible points, the student would have to receive a minimum of 84 correct points for an 80% or passing grade. If your student has received 93 points, simply divide the 93 by 105 for a percentage grade of 89%. Students who receive a score below 80% should review the LIFEPAC and retest using the appropriate Alternate Test found in the Teacher's Guide.

The following is a guideline to assign letter grades for completed LIFEPACs based on a maximum total score of 100 points.

LIFEPAC Test	=	60% of the Total Score (or percent grade)
Self Test	=	25% of the Total Score (average percent of Self Tests)
Reports	=	10% or 10* points per LIFEPAC
Oral Work	=	5% or 5* points per LIFEPAC

\*Determined by the teacher's subjective evaluation of the student's daily work.

Example:

LIFEPAC Test Score	=	92%	92	x	.60	=	55 points
Self Test Average	=	90%	90	x	.25	=	23 points
Reports						=	8 points
Oral Work						=	4 points
<hr/>							
TOTAL POINTS						=	90 points

Grade Scale based on point system:	100	–	94	=	A
	93	–	86	=	B
	85	–	77	=	C
	76	–	70	=	D
	Below		70	=	F

## TEACHER HINTS and STUDYING TECHNIQUES

LIFEPAC Activities are written to check the level of understanding of the preceding text. The student may look back to the text as necessary to complete these activities; however, a student should never attempt to do the activities without reading (studying) the text first. Self tests and LIFEPAC tests are never open book tests.

Language arts activities (skill integration) often appear within other subject curriculum. The purpose is to give the student an opportunity to test his skill mastery outside of the context in which it was presented.

Writing complete answers (paragraphs) to some questions is an integral part of the LIFEPAC Curriculum in all subjects. This builds communication and organization skills, increases understanding and retention of ideas, and helps enforce good penmanship. Complete sentences should be encouraged for this type of activity. Obviously, single words or phrases do not meet the intent of the activity, since multiple lines are given for the response.

Review is essential to student success. Time invested in review where review is suggested will be time saved in correcting errors later. Self tests, unlike the section activities, are closed book. This procedure helps to identify weaknesses before they become too great to overcome. Certain objectives from Self Tests are cumulative and test previous sections; therefore, good preparation for a Self Test must include all material studied up to that testing point.

The following procedure checklist has been found to be successful in developing good study habits in the LIFEPAC curriculum.

1. Read the introduction and Table of Contents.
2. Read the objectives.
3. Recite and study the entire vocabulary (glossary) list.
4. Study each section as follows:
  - a. Read the introduction and study the section objectives.
  - b. Read all the text for the entire section, but answer none of the activities.
  - c. Return to the beginning of the section and memorize each vocabulary word and definition.
  - d. Reread the section, complete the activities, check the answers with the answer key, correct all errors, and have the teacher check.

# LIFEPAC Management

- e. Read the Self Test but do not answer the questions.
  - f. Go to the beginning of the first section and reread the text and answers to the activities up to the Self Test you have not yet done.
  - g. Answer the questions to the Self Test without looking back.
  - h. Have the Self Test checked by the teacher.
  - i. Correct the Self Test and have the teacher check the corrections.
  - j. Repeat steps a–i for each section.
5. Use the SQ3R\* method to prepare for the LIFEPAC test.
6. Take the LIFEPAC test as a closed book test.
7. LIFEPAC tests are administered and scored under direct teacher supervision. Students who receive scores below 80% should review the LIFEPAC using the SQ3R\* study method and take the Alternate Test located in the Teacher Handbook. The final test grade may be the grade on the Alternate Test or an average of the grades from the original LIFEPAC test and the Alternate Test.

- \*SQ3R: Scan the whole LIFEPAC.
  - Question yourself on the objectives.
  - Read the whole LIFEPAC again.
  - Recite through an oral examination.
  - Review weak areas.

## GOAL SETTING and SCHEDULES

Each school must develop its own schedule, because no single set of procedures will fit every situation. The following is an example of a daily schedule that includes the five LIFEPAC subjects as well as time slotted for special activities.

### Possible Daily Schedule

8:15	–	8:25	Pledges, prayer, songs, devotions, etc.
8:25	–	9:10	Bible
9:10	–	9:55	Language Arts
9:55	–	10:15	Recess (juice break)
10:15	–	11:00	Mathematics
11:00	–	11:45	Social Studies
11:45	–	12:30	Lunch, recess, quiet time
12:30	–	1:15	Science
1:15	–		Drill, remedial work, enrichment*

\*Enrichment: Computer time, physical education, field trips, fun reading, games and puzzles, family business, hobbies, resource persons, guests, crafts, creative work, electives, music appreciation, projects.

Basically, two factors need to be considered when assigning work to a student in the LIFEPAC curriculum.

# LIFEPAC Management

The first is time. An average of 45 minutes should be devoted to each subject, each day. Remember, this is only an average. Because of extenuating circumstances a student may spend only 15 minutes on a subject one day and the next day spend 90 minutes on the same subject.

The second factor is the number of pages to be worked in each subject. A single LIFEPAC is designed to take 3 to 4 weeks to complete. Allowing about 3-4 days for LIFEPAC introduction, review, and tests, the student has approximately 15 days to complete the LIFEPAC pages. Simply take the number of pages in the LIFEPAC, divide it by 15 and you will have the number of pages that must be completed on a daily basis to keep the student on schedule. For example, a LIFEPAC containing 45 pages will require 3 completed pages per day. Again, this is only an average. While working a 45 page LIFEPAC, the student may complete only 1 page the first day if the text has a lot of activities or reports, but go on to complete 5 pages the next day.

Long range planning requires some organization. Because the traditional school year originates in the early fall of one year and continues to late spring of the following year, a calendar should be devised that covers this period of time. Approximate beginning and completion dates can be noted on the calendar as well as special occasions such as holidays, vacations and birthdays. Since each LIFEPAC takes 3-4 weeks or eighteen days to complete, it should take about 180 school days to finish a set of ten LIFEPACs. Starting at the beginning school date, mark off eighteen school days on the calendar and that will become the targeted completion date for the first LIFEPAC. Continue marking the calendar until you have established dates for the remaining nine LIFEPACs making adjustments for previously noted holidays and vacations. If all five subjects are being used, the ten established target dates should be the same for the LIFEPACs in each subject.

## FORMS

The sample weekly lesson plan and student grading sheet forms are included in this section as teacher support materials and may be duplicated at the convenience of the teacher.

The student grading sheet is provided for those who desire to follow the suggested guidelines for assignment of letter grades found on page 3 of this section. The student's Self Test scores should be posted as percentage grades. When the LIFEPAC is completed the teacher should average the Self Test grades, multiply the average by .25 and post the points in the box marked Self Test points. The LIFEPAC percentage grade should be multiplied by .60 and posted. Next, the teacher should award and post points for written reports and oral work. A report may be any type of written work assigned to the student whether it is a LIFEPAC or additional learning activity. Oral work includes the student's ability to respond orally to questions which may or may not be related to LIFEPAC activities or any type of oral report assigned by the teacher. The points may then be totaled and a final grade entered along with the date that the LIFEPAC was completed.

The Student Record Book, which was specifically designed for use with the Alpha Omega curriculum, provides space to record weekly progress for one student over a nine-week period as well as a place to post Self Test and LIFEPAC scores. The Student Record Books are available through the current Alpha Omega catalog; however, unlike the enclosed forms these books are not for duplication and should be purchased in sets of four to cover a full academic year.

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# Foundations for Living Unit 1 Teacher Notes

## Materials Needed:

Required:  
Bible

Suggested:  
Bible maps  
Any materials dealing with ancient Greek and Hebrew cultures.

## Additional Learning Activities:

### Section I – The Ancient Greek Worldview

1. Discuss these questions:
  - a. Why do we think the way we do?
  - b. What is the difference between biblical thinking and secular thinking?
  - c. What are some things other cultures do that we think are horrible?
  - d. What are some different types of government, and how do they remind you of ancient Greece?
  - e. What are some practices or activities we are involved in which were adopted from ancient Greece?
2. Have students bring in magazine clippings and/or pictures that remind them of ancient Greek culture. These may include architecture, fashions, sports events, etc.
3. Write a report on any of the major Greek philosophers. State whether or not you agree with the philosophy and why.

### Section II – The Ancient Hebrew Worldview

1. Discuss these questions:
  - a. How were the ancient Greeks different from the ancient Hebrews?
  - b. Why do you think they remained separated? Was that good or bad?
  - c. What brought these two cultures together?
  - d. What were some problems that resulted from their merging? Do we still see similar problems today?
  - e. Which culture reminds you most of ours? In what ways?
2. Have students write a paper on how our laws derive from either or both of these ancient cultures.
3. Have students listen to or read an interview of a famous person and attempt to determine if that person's worldview is similar to an ancient Greek or an ancient Hebrew worldview.
4. Have students write a report on Paul's missionary journeys.
5. Using a Bible map or map of ancient civilizations, show students how Paul's journeys brought about the merger of these two ancient cultures.
6. Explain how the western movement of Christianity brought a mixture of worldviews to the New World.

### Section III – Conflicting Worldviews

1. Discuss these questions:
  - a. Do you have any conflicting worldviews? Where did you get them?
  - b. If you discover your worldview is incorrect, can it be corrected? How?
2. Pick a controversial topic. Ask the students for their opinions, and discuss their logic and the basis of their thinking.



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# Foundations for Living Unit 1 Alternate Test

Name \_\_\_\_\_

Answer *true* or *false* for the following statements (each answer, 2 points).

1. \_\_\_\_\_ An overall perspective that affects one's opinions and actions pertaining to the world and its events is one's worldview.
2. \_\_\_\_\_ Gentile means without religion.
3. \_\_\_\_\_ Culture is a civilization's stage of development.
4. \_\_\_\_\_ Tyrants used their powers and personalities to gain power in ancient Greek city-states.
5. \_\_\_\_\_ At age six, Athenian girls were sent to school.
6. \_\_\_\_\_ Statism ruled in Athens.
7. \_\_\_\_\_ Greek religion is rooted in the Old Testament.
8. \_\_\_\_\_ Rational inquiries about life and nature began in the field of mathematics.
9. \_\_\_\_\_ The lifestyles and religions of the Greeks and Hebrews were very similar.
10. \_\_\_\_\_ Spartan culture preferred strong, masculine women.

Underline the correct answer in each of the following statements (each answer, 3 points).

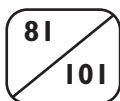
11. The theory of (**soteriology, mathematics, evolution**) actually began with Thales and Anaximander.
12. Plato, Socrates, and (**Pluto, Moses, Aristotle**) were three of the best known philosophers.
13. The (**Hippocratic, Hypocritical, Hypocrite's**) Oath is administered to those earning medical degrees and entering the practice of medicine.
14. No greater (**fellowship, compatibility, contrast**) could have co-existed with the ancient Greeks than the Hebrews.
15. Those outside the Jewish religion were known as (**Muslims, Pagans, Gentiles**).
16. Athens held strongly to (**patriotism, Christianity, individualism**).
17. A (**matriarch, patriarch, parishioner**) is head of a family by paternal right.
18. Statism holds to the belief that the (**church, individual, temple**) exists for the benefit of the city-state.
19. (**Judges, Patriarchs, Gentiles**) were used by God to restore Israel to pure worship.
20. Aristotle was one of (**Plato's, Thales', Anaximander's**) most promising students.
21. A (**theocracy, oligarchy, city-state**) is a people who believe themselves to be governed by God.
22. Deuteronomy (**28, 29, 30**) deals with the blessings and curses of God.
23. Epistles were (**gospels, letters, prophesies**) written to the early church.
24. The (**Hebrews', Greeks', Gentiles'**) reasoning powers were used within the parameters of Scripture.
25. Government by the few is called a (**theocracy, oligarchy, democracy**).

# Foundations for Living Unit 1 Alternate Test

Fill in each of the blanks using words from the following list (each answer, 3 points).

Athens	Hebrews	Repent	Sparta
Dominion	Hippocratic	Revelation	Thales
Dualism	Judges	<i>Shema</i>	Torah

26. \_\_\_\_\_ Oath taken by those entering the medical profession
27. \_\_\_\_\_ Asserts a twofold essence of nature, being, or operation
28. \_\_\_\_\_ The right of possession, use, and control
29. \_\_\_\_\_ Military champions of Israel
30. \_\_\_\_\_ Law
31. \_\_\_\_\_ Believed in the one true God
32. \_\_\_\_\_ Turn away with sorrow
33. \_\_\_\_\_ Communication by divine agency
34. \_\_\_\_\_ Found in Deuteronomy 6:4, it means hear, and denotes the Hebrew belief in only one true God.
35. \_\_\_\_\_ Greek mathematician and philosopher
36. \_\_\_\_\_ City-state / held to statism
37. \_\_\_\_\_ City-state / held to individualism



**Adult Check**

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<b>Score</b>	<b>Initial</b>	<b>Date</b>
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# Foundations for Living Unit 1 Answer Key

## SECTION ONE

- I.1 an overall perspective that affects one's opinions and actions pertaining to the world and its events
- I.2 in harmony with the teachings set forth in the Bible
- I.3 without religion; earthly or carnal
- I.4 Student may state any reasonable differences between those who believe the world was created by God and those who do not.
- I.5 Examples: animism, morality, how we dress
- I.6 the form of government, education, economics, religions
- I.7 Examples: Roman Empire, Greek Empire, Ottoman Empire, Egypt
- I.8 Adult check – student may list those which apply to him/her
- I.9 Adult check – student should relate this answer to the previous question
- I.10 over long periods of time; from generation to generation
- I.11 Examples: countries of Europe and the Americas should be predominant
- I.12 Examples: forms of government, religions, dress, education, languages that derive from the same source
- I.13 Examples: food, dress, language
- I.14 Their roots are from similar ancient cultures, religions, and languages.
- I.15 People from all over the world have migrated to our country.
- I.16 city-state
- I.17 difficulty in travel and communication between cities because of geographic barriers
- I.18 government by the few, typically the wealthiest and most powerful
- I.19 those who used their power or personality to gain rulership
- I.20 those who owned property and could establish their city-state descent
- I.21 Only those who could claim “true citizenship” had a say in policy.
- I.22 because only the powerful few were considered true citizens
- I.23 common language and common interest in familiar heroic epics
- I.24 Either order: Athens, Sparta
- I.25 individual
- I.26 personal independence of action, character, or interest
- I.27 through arts, individual athletics, and education
- I.28 to achieve the “good life”
- I.29 the murder of children
- I.30 the family
- I.31 whether or not the child would in any way hinder the attainment of the “good life”
- I.32 primarily in literature, art, music, and gymnastics
- I.33 approximately 100
- I.34 the belief that the individual exists only for the well-being of the entire group
- I.35 to benefit the city-state
- I.36 If a child was determined not to be beneficial to the city-state, it was killed.
- I.37 the city council
- I.38 They were tossed over the cliffs of Mount Taygetus.
- I.39 The boys were trained in military arts beginning at age seven; girls were taught to be physically strong.
- I.40 bold, masculine women
- I.41 the good of the city-state
- I.42 the same basic assumption—that man is the measure of all things

# Foundations for Living Unit 1 Answer Key

## SECTION ONE (Cont.)

- I.43 true
- I.44 false
- I.45 true
- I.46 true
- I.47 false
- I.48 false
- I.49 true
- I.50 true
- I.51 false
- I.52 by the end of the 6th century
- I.53 a. mathematics  
b. philosophy  
c. natural science
- I.54 mathematics
- I.55 geometry
- I.56 to understand the numbers that governed them
- I.57 water, water
- I.58 There is only nature, and by gaining an understanding of nature, one could understand everything.
- I.59 air, water, fire
- I.60 opposites
- I.61 sea
- I.62 intermediates between fish and land creatures
- I.63 the observation that humans require a prolonged period of nursing
- I.64 evolution
- I.65 Plato, Socrates, and Aristotle
- I.66 Plato; the material and the non-material
- I.67 Productivity is unimportant; sexual immorality is allowed; the earth does not have to be cared for.
- I.68 an oath taken by those entering the medical profession
- I.69 Aristotle
- I.70 He observed the world and reasoned from a particular knowledge to a universal knowledge.
- I.71 nature
- I.72 Socrates did not agree with a strictly organic view of nature. He believed such a theory left many questions unanswered.
- Critical Thinking Exercise:** Adult check
- I.73 Adult check



# Foundations for Living Unit 1 Answer Key

## SECTION TWO

- |      |   |      |  |
|------|---|------|--|
| 2.1  | the ancient Hebrews   | 2.23 | repent   |
| 2.2  | their belief in God   | 2.24 | They were relieved from their sufferings and experienced God's blessings.  |
| 2.3  | the belief that anything was secular  | 2.25 | Judges   |
| 2.4  | Example: They worshiped only one God, and their worship was identical in each community.                      | 2.26 | Judges   |
| 2.5  | Deuteronomy 6:4   | 2.27 | nearly 400   |
| 2.6  | to hear, in the strictest sense   | 2.28 | corruption from within and oppression from without   |
| 2.7  | "Hear, O Israel: the LORD our God is one LORD."   | 2.29 | humans   |
| 2.8  | the Old Testament, particularly the first five books  | 2.30 | human reason   |
| 2.9  | five books; the first five books of the Old Testament   | 2.31 | a living being that has been created; one who has come into existence by the creative act of another   |
| 2.10 | a. Genesis<br>b. Exodus<br>c. Leviticus<br>d. Numbers<br>e. Deuteronomy                                       | 2.32 | that there is a creator who created them   |
| 2.11 | Moses   | 2.33 | divine revelation  |
| 2.12 | to be reconciled to God   | 2.34 | the act of communicating or revealing truth by divine agency or supernatural means   |
| 2.13 | by obedience to His laws  | 2.35 | inspiration of the Holy Spirit   |
| 2.14 | they believed they were helpless without Him; out of a sense of gratitude                                     | 2.36 | the supernatural divine influence imparted to men by which divine authority was given to their writings  |
| 2.15 | ancient Greeks – man; ancient Hebrews – God   | 2.37 | "All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness: that the man of God may be perfect, throughly furnished unto all good works" |
| 2.16 | elders, kings, judges   | 2.38 | Scripture  |
| 2.17 | God   | 2.39 | one who follows the teaching of Scripture  |
| 2.18 | theocracy   | 2.40 | to disobey God; to depart from the teachings of Scripture  |
| 2.19 | enforcement of God's laws   | 2.41 | power or right of independent self-government  |
| 2.20 | Deuteronomy 28  | 2.42 | Genesis 1:3-31   |
| 2.21 | a. vs. 1–14: The blessings of obedience<br>b. vs. 15–68: the curses of disobedience                           | 2.43 | six  |
| 2.22 | When the Israelites obeyed God they enjoyed His blessings; when they did not, they suffered the consequences. | 2.44 | very good  |
|      |   | 2.45 | Genesis 1:28   |

# Foundations for Living Unit 1 Answer Key

## SECTION TWO (Cont.)

- 2.46 man possesses some of God's attributes, but not perfectly; to be a reflection; to reflect God's attributes
- 2.47 Cain was placed under a curse by God for the murder of his brother Abel.
- 2.48 Example: Ancient Greeks determined the value of human life according to whether they considered a person beneficial or burdensome to them.  
Ancient Hebrews considered human life valuable because man was created in the image and likeness of God, as His special creature.
- 2.49 a male head of a family who rules by right of being the father
- 2.50 The fulfillment of their roles and responsibilities were outlined by Scripture.
- 2.51 a group of people organized from the higher to the lower
- 2.52 to obey God's law in every sphere
- 2.53 They would enjoy God's blessing.
- 2.54 **For Thought and Discussion:** Adult check  
**Critical Thinking Exercise:** Adult check

## SECTION THREE

- 3.1 secular / humanist, biblical
- 3.2 Ancient Greeks believed nature was a power in and of itself. Ancient Hebrews believed God created and controls nature.
- 3.3 the spread of Christianity among the Gentiles
- 3.4 ancient Hebrew culture
- 3.5 non-Jews; those outside the Jewish religion
- 3.6 Paul
- 3.7 a. that they no longer had to observe ceremonial laws  
b. that Gentiles were equal to them in God's Kingdom
- 3.8 Jewish: (see previous answer); Gentile: accept Scripture, believe in the one true God; accept the fact that God, not man, was sovereign
- 3.9 letters written to the early church and recorded in the New Testament
- 3.10 The new Christian Gentiles previously had a worldview that grew out of an ancient Greek culture, while the worldview of the new Jewish Christians grew out of their Hebrew roots.
- Though for the first time they had a common religion, their cultural backgrounds were substantially different.
- 3.11 When a westerner of today is converted to Christianity, it often is as difficult for him to change his way of thinking as it was for the Gentiles in the early Church. Similarly, as the Gentiles brought their ancient Greek worldview into the Christian church, converts today face the same need to learn to think biblically.
- 3.12 dualism
- 3.13 conflicting
- 3.14 **Note:** The student may present any thoughts or actions which demonstrate God's Word being applied to certain areas of life but not to others.
- 3.15 Everything Christ did was according to the will of His Father. There was nothing secular.
- Pages 47–48:  
**Critical Thinking Exercise:** Adult check  
**Critical Thinking Exercise:** Adult check

# Foundations for Living Unit 1 Self Test Key

## SELF TEST 1

1.01	false	1.019	infanticide
1.02	true	1.020	statism
1.03	true	1.021	reason
1.04	true	1.022	Thales
1.05	false	1.023	Anaximander
1.06	true	1.024	material
1.07	true	1.025	Socrates
1.08	true	1.026	a. city-state
1.09	false	1.027	c. heritage
1.010	true	1.028	a. America
1.011	false	1.029	b. Tyrants
1.012	false	1.030	a. Athens
1.013	true	1.031	c. the state
1.014	false	1.032	c. power
1.015	true	1.033	a. individual
1.016	biblical	1.034	c. natural science
1.017	culture	1.035	c. Anaximander
1.018	oligarchy		

## SELF TEST 2

2.01	c	2.011	false
2.02	g	2.012	false
2.03	f	2.013	true
2.04	a	2.014	true
2.05	e	2.015	true
2.06	j	2.016	false
2.07	h	2.017	true
2.08	b	2.018	true
2.09	i	2.019	false
2.010	d	2.020	true

# Foundations for Living Unit 1 Self Test Key

## SELF TEST 2 (Cont.)

- |       |                            |       |                   |
|-------|----------------------------|-------|-------------------|
| 2.021 | b. secret                  | 2.031 | <i>Shema</i>      |
| 2.022 | a. divine                  | 2.032 | Deuteronomy 29:29 |
| 2.023 | c. Deuteronomy             | 2.033 | 2 Timothy 3:16    |
| 2.024 | c. judges                  | 2.034 | hierarchy         |
| 2.025 | a. maintain the law of God | 2.035 | Torah             |
| 2.026 | b. creatures               | 2.036 | Deuteronomy 28    |
| 2.027 | a. very good               | 2.037 | Genesis 1:28      |
| 2.028 | a. image                   | 2.038 | Genesis 1:26-27   |
| 2.029 | c. man                     | 2.039 | reason            |
| 2.030 | c. helpmeet                | 2.040 | helpmeet          |

## SELF TEST 3

- |       |       |          |   |
|-------|-------|----------|---|
| 3.01  | false | 3.012    | 2000  |
| 3.02  | true  | 3.013    | Christianity  |
| 3.03  | false | 3.014    | Gentiles  |
| 3.04  | true  | 3.015    | citizens  |
| 3.05  | true  | 3.016    | Epistles  |
| 3.06  | true  | 3.017    | divine revelation   |
| 3.07  | false | 3.018    | dualism   |
| 3.08  | true  | 3.019    | Father's  |
| 3.09  | true  | 3.020    | Scripture   |
| 3.010 | true  | 3.021-30 | Scripture inspiration profitable doctrine<br>reproof correction instruction righteousness<br>perfect good works |
| 3.011 | God   |          |   |

# Foundations for Living Unit 1 LIFEPAK Test Key

1. worldview
2. Secular
3. culture
4. tyrants
5. school
6. Sparta
7. individual
8. mathematics
9. water
10. true
11. false
12. true
13. false
14. true
15. true
16. false
17. true
18. true
19. false
20. true
21. false
22. true
23. true
24. false
25. true
26. false
27. true
28. false
29. true
30. true
31. Gentiles
32. patriarch
33. Torah
34. Individualism
35. Dualism
36. oligarchy
37. Western civilization
38. statism
39. hierarchy
40. Plato
41. theocracy
42. Revelation
43. infanticide
44. judges
45. Aristotle

**Thinking and Writing** — Student should be able to give answers based on information in this unit.

## Foundations for Living Unit 1 Alternate Test Key

1. true
2. false
3. true
4. true
5. false
6. false
7. false
8. true
9. false
10. true
11. evolution
12. Aristotle
13. Hippocratic
14. contrast
15. Gentiles
16. individualism
17. patriarch
18. individual
19. Judges
20. Plato's
21. theocracy
22. 28
23. letters
24. Hebrews
25. oligarchy
26. Hippocratic
27. Dualism
28. Dominion
29. Judges
30. Torah
31. Hebrews
32. Repent
33. Revelation
34. *Shema*
35. Thales
36. Sparta
37. Athens