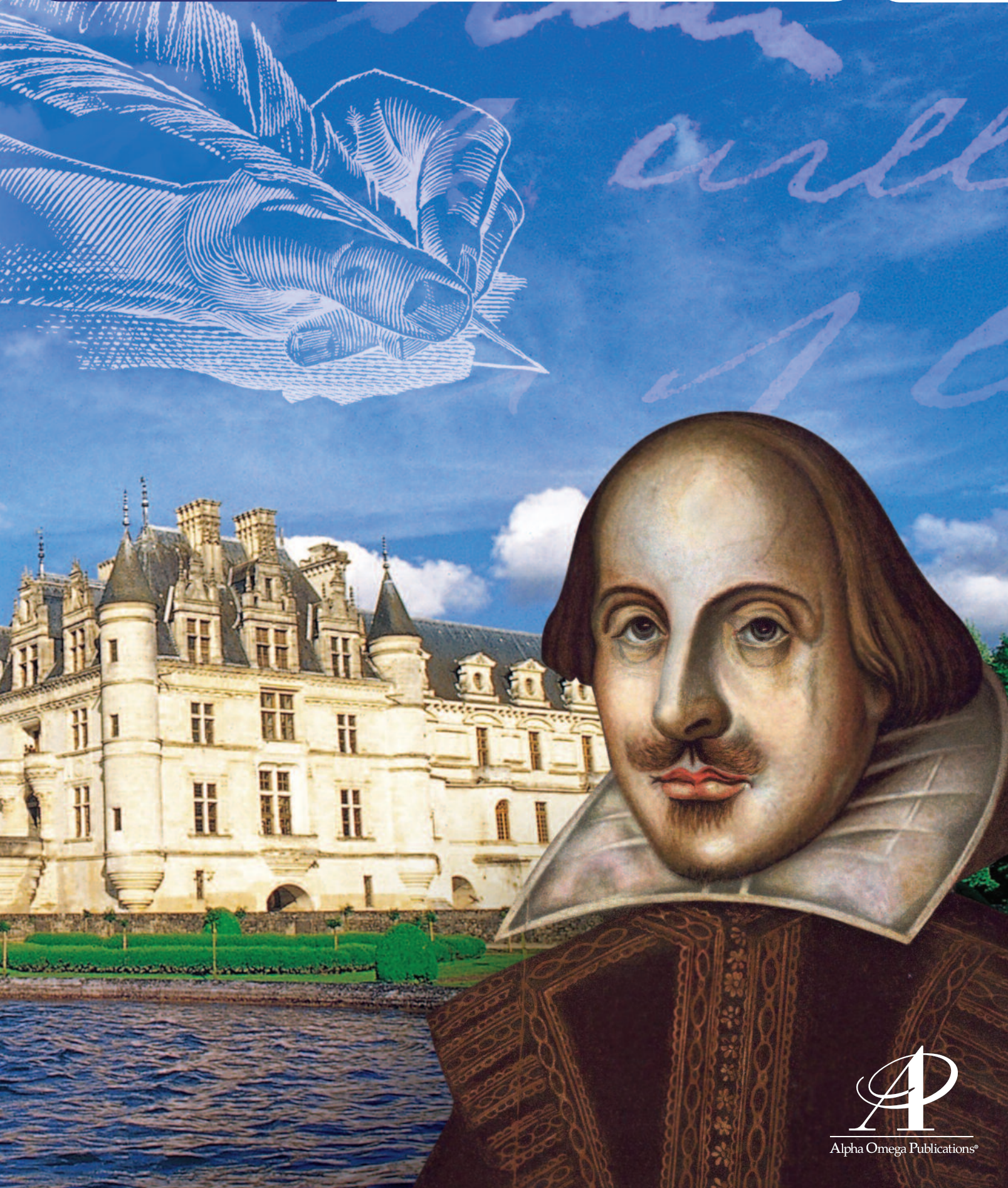




LIFE·PAC®

British Literature

Teacher's Guide



Alpha Omega Publications®

British Literature Teacher's Guide

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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.

Teacher 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.

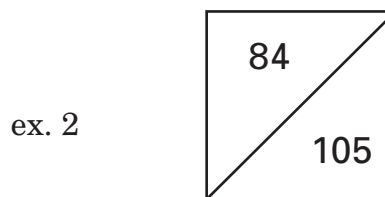
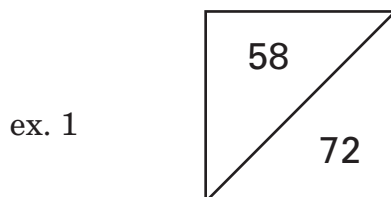
Answer and test keys have the same numbering system as the LIFEPACs and appear at the back of this handbook. The student may be given access to the answer keys (not the test keys) under teacher supervision so that he can score his own work.

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.

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 question; however, the upper levels may have a point system awarding 2 to 5 points for various questions. Further, the total test points will vary; they may not always equal 100 points. They may be 78, 85, 100, 105, etc.



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.

British Literature LIFEPAC Management

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

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.
 - 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: **S**can the whole LIFEPAC.

Question yourself on the objectives.

Read the whole LIFEPAC again.

Recite through an oral examination.

Revise weak areas.

British Literature LIFEPAC Management

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.

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 birth-

days. 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.

T E A C H E R



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INSTRUCTION FOR BRITISH LITERATURE

This course is one in a two-part literature series for high school students. The series complements AOP's current Language Arts program, adding a richness that can only be found in the great books of Western Civilization. The series is designed to enlarge the Christian's understanding of the development of Western Civilization while strengthening him or her in the faith. Its content and methodology utilize the principles of classical education. If applied properly, the inquisitive high school student can benefit greatly from a thorough analysis of the literature that has shaped Western Civilization.

The exercises presented in this course follow a path similar to the classical learning structure: grammar, logic, and rhetoric. Grammar is the basic facts or principles of a subject. Logic (or dialectic) is an understanding of how the facts relate to one another. Rhetoric is the ability to articulate and apply knowledge and understanding with eloquence and wisdom. A parallel structure can be found in Scripture: knowledge (Proverbs 1:7), understanding (Job 28:28), and wisdom (Eccl. 12:9).

The student is required to master the "grammar" of the course by completing short answer questions dispersed throughout the text. His knowledge of the course's "grammar" will be checked on Self-Tests and Tests.

A logical understanding of the facts are encouraged through the "What to Look For" and "For Thought and Discussion" exercises. "What to Look For" exercises are included before certain readings. This encourages attentive reading and will prepare the student for the corresponding "For Thought and Discussion" exercises. "For Thought and Discussion" exercises are included at the end of each Self-Test. They are meant to facilitate discussion between the student and the teacher on a specific subject for the means of developing a more thoroughly Christian worldview. A Scriptural understanding of the world is the goal of each "For Thought and Discussion" exercise. Discussion tips and subject helps for the teacher are available in the teacher notes. But, it is most helpful for the teacher to be intimately familiar with the subject matter. Reading along with the student is recommended.

Lastly, the goal of learning—wisdom—is encouraged through application and communication. This is done in the "Writing and Thinking" exercises at the end of each Test. In the "Writing and Thinking" exercises the student is asked to communicate in a clear and precise manner their application of select "For Thought and Discussion" exercises. This exercise will not be difficult IF the teacher has been diligent enough to guide the student through the "For Thought and Discussion" exercises.

With this method of learning, both teacher and student must be persistent. The exercises take work. But in the end, the student will reap a bounty of knowledge, understanding and wisdom to the glory of God.

British Literature Teacher Notes

Selected Bibliography

Listed below are writings that have been used and consulted in the creation of this work. It is not a complete listing of the sources consulted.

Clive Staples Lewis, *The Discarded Image: An Introduction to Medieval and Renaissance Literature* (Cambridge: Cambridge University Press, 1995).

Clive Staples Lewis, *Studies in Medieval and Renaissance Literature* (Cambridge: Cambridge University Press, 1998).

Gene Edward Veith, *Reading Between the Lines: A Christian's Guide to Literature* (Wheaton, IL: Crossway Books, 1990).

Invitation to the Classics, ed. Louise Cowan and Os Guinness (Grand Rapids, MI: Baker Books, 1998).

J. H. Merle d' Aubigné, *The Reformation in England*, vol. 1 & 2 (London: Banner of Truth Trust, 1963).

Otto Scott, *The Great Christian Revolution: How Christianity Transformed the World* (Windsor, NY: The Reformer, 1995).

Peter Ackroyd, *Introduction to Dickens* (New York: Ballantine Books, 1992).

Peter J. Leithart, *Brightest Heaven of Invention: A Christian Guide to Six Shakespeare Plays* (Moscow, ID: Canon Press, 1996).

The Norton Anthology of British Literature, vol. 1 & 2, ed. M. H. Abrams (New York: W.W. Norton & Company, 1986).

The Literature of Renaissance England, ed. John Hollander and Frank Kermode (New York: Oxford University Press, 1973).

William Harmon and C. Hugh Holman, *Handbook to Literature* (Upper Saddle River, NJ: Prentice Hall, 1996).

British Literature-Related Web Sites (If any of the Web Site addresses do not work, enter the name in a search engine.)

Anthology of English Literature: Middle English to Seventeenth Century
<http://www.luminarium.org/medlit/>

Eighteenth Century Resources <http://andromeda.rutgers.edu/~jlynch/18th/>

Old English Pages at Georgetown University http://www.georgetown.edu/cball/oe/old_english.html

Spartacus Internet Encyclopedia: British History 1700-1950
<http://www.spartacus.schoolnet.co.uk/industry.html>

The Victorian Web <http://landow.stg.brown.edu/victorian/victov.html>

“Voice of the Shuttle ucsb” Web Pages for Humanities Research: English Literature
<http://vos.ucsb.edu/shuttle/english.html>

Project Gutenberg Index <http://www.mirrors.org.sg/pg/>

A L T E R N A T E

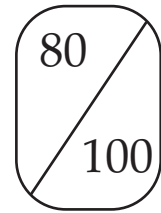


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Reproducible Tests
for use with the American Literature
Teacher's Guide

BRITISH LITERATURE LIFE PAC ONE ALTERNATE TEST

Name _____
Date _____
Score _____



Underline the correct answer in each of the following statements (each answer, 2 points).

1. Caedmon's Hymn is the first record of religious poem written in (Italian, French, Old English).
2. In 1382, (John Wycliffe, St. Thomas Aquinas, Pope Gregory) translated the Holy Scriptures into the language of the common man.
3. Chaucer was a careful observer of (human, animal, mother) nature.
4. Much of Chaucer's work is based on literary models from classical, (Polish, Italian, Scandinavian) and French literature.
5. *The Canterbury Tales* is a/an (finished, unfinished) collection of tales.
6. Prior to the Reformation, the church used (picture boards, overheads, plays) instead of the preaching of Scripture to educate the illiterate.
7. *The Ecclesiastical History of the English People* is a revelation of the unfolding providence of God in (Italy, Paris, England).
8. Chaucer was born and raised as a member of the (aristocracy, poor, middle) class.
9. *Everyman* is the most famous (morality, mystery) play of the Middle Ages.
10. (Mystery, Morality) plays were often performed as part of a series.
11. (Mysteries, Moralities) dramatized the moral struggle of the common man by allegorizing vices and virtues.
12. The theological basis of *Everyman* is (Evangelical, Mormon, Roman Catholic).

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

13. _____ The name of the monster in Beowulf is Grendel.
14. _____ Beowulf is most eager that God receive praise.
15. _____ Caedmon learned about the origin of man, the departure of Israel out of Egypt, and the preaching of the Apostles from personal study of the Scriptures.
16. _____ Bede said that it was impossible to make a literal translation of a poem without losing some of its beauty and dignity.
17. _____ The pilgrims were headed to Canterbury to seek the "holy blessed martyr," Sir Thomas Becket.
18. _____ The Knight is truly a gentleman, who loved chivalry, truth, honor, freedom and all courtesy.
19. _____ The Wife of Bath wore scarlet red stockings, had been married five times and had been on pilgrimages to Jerusalem and Rome.
20. _____ The pilgrim that told the best tale would win a dinner at the expense of the other pilgrims.

British Literature Alternate Test LIFE PAC 1

21. _____ The Pardoner's theme is "the love of money is the root of all evil."
22. _____ The Pardoner stops his tale to preach on the good of drinking, gambling, swearing and gluttony.
23. _____ In the Pardoner's tale, the three young men find a treasure of gold underneath a tree.
24. _____ Knowledge advises Everyman not to go to Priesthood to receive the holy sacrament, extreme unction.
25. _____ In *Piers Plowman*, the Friars were explaining Scripture in a way that would benefit themselves.
26. _____ The parish priests and the pardoners, in Piers' vision, gave all that they had to the poor.
27. _____ Beauty, Discretion, Strength and the Five-Wits depart from Everyman when they discover that he is headed for the grave.
28. _____ Knowledge descends into the grave with Everyman.
29. _____ According to lines 905–909 of *Everyman*, the good deeds of Christ will bring us help before God.
30. _____ Sir Gawain exposes Lancelot and Guenevere to the knights and suggests that the king be told of their adulterous love.
31. _____ Sir Gawain rescues Guenevere and slays everyone that stood against them.
32. _____ King Arthur is mortally wounded as he slays Sir Lucan.
33. _____ King Arthur commands Bedivere three times to throw Excalibur into the lake.
34. _____ A sea monster catches the sword and swallows it.
35. _____ Everyone is certain that King Arthur is dead.
36. _____ After the death of Guenevere, Sir Lancelot soon dies.

Fill in each of the blanks using items from the word list below (each answer, 2 points).

heroic	<i>Beowulf</i>	King Arthur
church	Yorkist	neighbor
French	worldview	Anglo-Saxons
Scotland	<i>Le Morte d' Arthur</i>	Middle
Rome	Norman	

37. The Middle Ages began with the fall of _____ in 476 and ended with the Renaissance in Italy in 1300.
38. Old English developed out of the language that was spoken by the Germanic invaders known as the _____.
39. Middle English developed some time after the _____ conquest.
40. The romance began to take shape during the _____ English period.
41. The character Beowulf embodies the _____ ideal.
42. The author of *Piers Plowman* wrote satirically of the _____ and its corruption, and called for its reform.



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Suggested Additional Reading for British Literature LIFEPAC 1

Le Morte d' Arthur by Thomas Malory
 "The Nun's Priest's Tale" from *The Canterbury Tales* by Geoffrey Chaucer
The Reformation in England, vol. 1 by J. H. Merle d'Aubigné

SECTION ONE

1.1	literature, honor, delightful.	1.41	Middle Ages
1.2	background	1.42	Black
1.3	modern	1.43	Roman Catholic Church
1.4	medieval	1.44	John Wycliffe
1.5	Rome, Renaissance	1.45	Reformation
1.6	intellectual, spiritual	1.46	plays
1.7	spiritual, intellectual	1.47	Mystery
1.8	Old, Middle	1.48	Morality
1.9	Anglo-Saxons	1.49	piety
1.10	Norman, French	1.50	England
1.11	dialects	1.51	seven
1.12	dialect	1.52	astronomy
1.13	Middle Ages	1.53	Christianity
1.14	Angles, Saxons, Jutes	1.54	Old English
1.15	Paganism	1.55	oral-formulaic
1.16	Classical Paganism	1.56	God
1.17	Christianity	1.57	T
1.18	Christian, culture	1.58	F
1.19	heroic ideal	1.59	T
1.20	king	1.60	F
1.21	fame, oral	1.61	F
1.22	<i>Beowulf</i>	1.62	F
1.23	Greeks	1.63	F
1.24	Scops, Roman Catholic	1.64	T
1.25	Roman Catholicism	1.65	T
1.26	Scotland	1.66	F
1.27	Brude	1.67	T
1.28	Alfred	1.68	F
1.29	learning	1.69	T
1.30	Old English	1.70	F
1.31	Normans	1.71	F
1.32	France	1.72	T
1.33	Hastings	1.73	T
1.34	feudalism	1.74	T
1.35	king	1.75	T
1.36	French	1.76	F
1.37	common	1.77	F
1.38	Middle	1.78	T
1.39	France	1.79	T
1.40	romance	1.80	T
		1.81	T
		1.82	Epic
		1.83	West Midlands, pagan
		1.84	Chaplain
		1.85	Scandinavia
		1.86	heroic
		1.87	kenning
		1.88	Christian
		1.89	worldview
		1.90	immortality

British Literature Answer Key LIFE PAC 1

1.91 F
1.92 T
1.93 T
1.94 T
1.95 T
1.96 T
1.97 T
1.98 F
1.99 T
1.100 T
1.101 F
1.102 F
1.103 T
1.104 T
1.105 F
1.106 T
1.107 F
1.108 T
1.109 T
1.110 F
1.111 F
1.112 T
1.113 T
1.114 F
1.115 T
1.116 T
1.117 T
1.118 F
1.119 T
1.120 T
1.121 F
1.122 T
1.123 F
1.124 F

SECTION TWO

2.1	human	2.40	T
2.2	spiritual	2.41	T
2.3	middle	2.42	F
2.4	King Edward III	2.43	F
2.5	Parliament	2.44	T
2.6	characters	2.45	F
2.7	folly	2.46	T
2.8	Italian	2.47	F
2.9	English	2.48	F
2.10	four	2.49	T
2.11	Middle Ages	2.50	T
2.12	F	2.51	T
2.13	T	2.52	F
2.14	T	2.53	T
2.15	T	2.54	T
2.16	T	2.55	Church, reform
2.17	T	2.56	society
2.18	F	2.57	1372
2.19	T	2.58	William Langland
2.20	F	2.59	commoners
2.21	F	2.60	neighbor
2.22	T	2.61	visions, allegory
2.23	T	2.62	history
2.24	F	2.63	F
2.25	F	2.64	T
2.26	T	2.65	F
2.27	T	2.66	T
2.28	F	2.67	F
2.29	T	2.68	T
2.30	T	2.69	T
2.31	T	2.70	T
2.32	T	2.71	F
2.33	T	2.72	F
2.34	F	2.73	T
2.35	T	2.74	T
2.36	T	2.75	F
2.37	F	2.76	T
2.38	T		
2.39	F		

SELF TEST 1

- 1.01 literature, honor, delightful
- 1.02 medieval
- 1.03 Rome, Renaissance
- 1.04 intellectual, spiritual
- 1.05 Anglo-Saxons
- 1.06 Norman
- 1.07 dialect
- 1.08 Angles, Jutes
- 1.09 Paganism
- 1.010 Christianity
- 1.011 heroic ideal
- 1.012 oral
- 1.013 *Beowulf*
- 1.014 Scops
- 1.015 Roman Catholicism
- 1.016 Scotland
- 1.017 Alfred
- 1.018 Old English
- 1.019 England
- 1.020 feudalism
- 1.021 French
- 1.022 Middle
- 1.023 Romance
- 1.024 Middle Ages
- 1.025 Pope
- 1.026 John Wycliffe
- 1.027 plays
- 1.028 Mystery
- 1.029 Morality
- 1.030 piety
- 1.031 England
- 1.032 Old English
- 1.033 oral-formulaic

- 1.034 T
- 1.035 F
- 1.036 T
- 1.037 F
- 1.038 T
- 1.039 T
- 1.040 F
- 1.041 T
- 1.042 F
- 1.043 T
- 1.044 T
- 1.045 F
- 1.046 T
- 1.047 T
- 1.048 T
- 1.049 F
- 1.050 F

- 1.051 epic
- 1.052 Scandinavia
- 1.053 heroic
- 1.054 Christian
- 1.055 worldview
- 1.056 kenning
- 1.057 salvation

For Thought and Discussion:

Caedmon was an illiterate farmhand that was miraculously given the ability to compose religious poems and songs. After being given this gift, he was persuaded to take up the monastic life so that he might learn more of the Scriptures. Caedmon's songs sought to excite people to love religion and put away vice. However, because he could not read, his knowledge and understanding of God's Word was dependent upon the interpretations of others, namely those of the Roman Catholic faith. Therefore, Caedmon had no means by which to test his beliefs and the beliefs of others.

Guide your student in a discussion of the importance of individual study of the Scriptures. Help your student understand that every Christian needs to follow the Bereans example in Acts 17:11. We need to "receive the word with all readiness" and search the Scriptures daily to find out whether the teachings that we have heard are actually biblical. 2 Timothy 3:16, 17 emphasizes the fact that the Scriptures are "God-breathed," and therefore, the final authority in faith and life. It is God's direct revelation to man. As one writer has noted, "[The Scriptures] are clear, so that a person without special preparation can understand what God requires without the intervention of an official interpreter."

British Literature Self Test Key LIFEPAC 1

SELF TEST 2

- 2.01 John Wycliffe
- 2.02 Old English
- 2.03 human
- 2.04 middle
- 2.05 Parliament
- 2.06 characters
- 2.07 Italian
- 2.08 English
- 2.09 four
- 2.010 Middle Ages

- 2.011 T
- 2.012 F
- 2.013 T
- 2.014 T
- 2.015 T
- 2.016 T
- 2.017 T
- 2.018 F
- 2.019 F
- 2.020 T
- 2.021 F
- 2.022 F
- 2.023 T
- 2.024 T
- 2.025 T
- 2.026 T
- 2.027 T
- 2.028 T
- 2.029 F
- 2.030 T
- 2.031 F
- 2.032 F
- 2.033 F
- 2.034 T
- 2.035 F
- 2.036 T
- 2.037 T
- 2.038 T
- 2.039 F
- 2.040 T
- 2.041 T
- 2.042 T
- 2.043 T
- 2.044 T
- 2.045 F
- 2.046 T

- 2.047 Rome
- 2.048 Anglo-Saxons
- 2.049 Norman
- 2.050 Middle
- 2.051 heroic

- 2.052 church, reform
- 2.053 society
- 2.054 1372
- 2.055 William Langland
- 2.056 commoners
- 2.057 neighbor
- 2.058 visions, allegory

For Thought and Discussion:

The Pardoner is a figure of the corruption and hypocrisy of the Roman Catholic Church. He earns his living by selling pardons and indulgences to ignorant people. (During the Middle Ages, officials of the Roman Catholic Church sold pardons and indulgences for the forgiveness of sins.) Though admittedly guilty of the sins which he preaches against, the Pardoner is boldly unrepentant. His favorite text is "Love of money is the root of all evil." Yet, his whole purpose in preaching is to induce people to buy pardons from him. Chaucer's description of the Pardoner emphasizes his perversity. His feminine features and voice imply that he practices some form of sexual immorality.

Guide your student in a discussion of the Pardoner in light of 2 Timothy 3:1-5. Help them to understand that Christians must turn away from people that give an "appearance of godliness but [deny] its power." Throughout Scripture, God's people are warned against false teachers. Men like the Pardoner exist today as they did at the time of the apostles. Like the Pardoner, they use religion to gain wealth, prestige and fame. They have no sincere love for God's Word or His people. They are "lovers of themselves, lovers of money, boasters, proud, blasphemers, disobedient to parents, unthankful, unholy, unloving, unforgiving, slanders, without self-control, brutal, despisers of good, traitors, headstrong, haughty, lovers of pleasure rather than lovers of God." Jesus described false teachers as wolves in sheep's clothing. The only way to guard against the influence of false teachers is to search the Scriptures daily to see if what they teach is true (cf. Acts 17:11). Teachers like the Pardoner have no power over individuals that have a thorough knowledge of God's Word.

1. Old English
2. John Wycliffe
3. human
4. Italian
5. unfinished
6. plays
7. England
8. middle
9. morality
10. Mystery
11. Moralities
12. Roman Catholic
13. kenning
14. F
15. T
16. T
17. F
18. T
19. F
20. F
21. F
22. F
23. T
24. F
25. T
26. F
27. T
28. F
29. T
30. T
31. T
32. T
33. T
34. T
35. T
36. T
37. F

38. Rome
39. Anglo-Saxons
40. oral-formulaic
41. Norman
42. romance
43. heroic
44. church
45. neighbor
46. Yorkist
47. *Le Morte d' Arthur*
48. King Arthur
49. Christian
50. *Beowulf*
51. French
52. Scotland

Thinking and Writing:

Whichever topic is chosen, look for important facts and points that were discussed with the student during the corresponding "For Thought and Discussion" exercise. The paper should communicate the subject matter in a clear, organized manner. Correct grammar and punctuation should be used.

British Literature Alternate Test Key LIFEPAC 1

1. Old English
2. John Wycliffe
3. human
4. Italian
5. unfinished
6. plays
7. England
8. middle
9. morality
10. Mystery
11. Moralities
12. Roman Catholic
13. T
14. F
15. F
16. T
17. T
18. T
19. T
20. T
21. T
22. F
23. T
24. F
25. T
26. F
27. T
28. F
29. F
30. F
31. F
32. F
33. T
34. F
35. F
36. T
37. Rome
38. Anglo-Saxons
39. Norman
40. Middle
41. heroic
42. church
43. neighbor
44. Yorkist
45. *Le Morte d' Arthur*
46. King Arthur
47. worldview
48. *Beowulf*
49. French
50. Scotland