



TAN ACADEMY

GRADE **11** Lesson Plan

*St. Gregory the Great, Pray for Us!*



TAN•ACADEMY

# **ELEVENTH GRADE LESSON PLAN**

*St. Scholastica, Pray for Us!*

TAN Books  
Gastonia, NC

Eleventh Grade History Lesson Plan © 2022 TAN Books

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## Why TAN Academy?

*“There are those who seek knowledge for the sake of knowledge; that is Curiosity. There are those who seek knowledge to be known by others; that is Vanity. There are those who seek knowledge in order to serve; that is Love.”*

—ST. BERNARD OF CLAIRVAUX

With a carefully selected and comprehensive curriculum, the TAN Academy High School program presents an essential blend of classical and traditional courses created or vetted in fidelity to the truths of our Catholic faith. We believe our unique blend of these two essentially Catholic educational philosophies best prepares ninth through twelfth grade students, with the assistance of their parents, to pursue their God-given vocation.

TAN Academy, covering K-12, encourages students to desire the highest things: the good, beautiful, and true. Our high school courses emphasize training in the liberal arts and the moral, natural, and theological sciences. Compelling content combined with rigorous training in writing, discussion, and practical application prepares them for the next stage in their education, whatever that may be.

Whether used in a schoolhouse model or individual instruction, our program provides flexibility and support at an affordable price for families of all sizes. Steeped in the rich tradition of Holy Mother Church, TAN Academy strives to support a joyful high school experience and foster a desire for lifelong learning.

May your *Ecclesia Domestica* (Domestic Church) be enriched this school year.

St. Scholastica, *ora pro nobis!*

## World History Introduction

TAN Academy's World History course offers relevant and invaluable coverage of historical and significant events and players from prehistoric to modern times. Students will appreciate this course's Catholic perspective in honoring Western history utilizing Dr. Anne Carroll's *Christ the King, Lord of History* text. Ideal for students in eleventh grade.

## History Course Materials

\*Denotes materials available through TAN Books.

### Recommended

[\*Christ the King, Lord of History, textbook and workbook\*\\*](#)

[\*World History streaming video lecture series\*\\*](#)

### Supplemental

TAN Courses: *The First 500 Years* [Course Guide & Streaming Video Series](#)\*

## History Course Schedule

This course includes a 28-week daily assignment schedule. To make the most of this important course, we suggest the following approach:

- 1. Schedule:** This course is based on a 4-day study schedule to read the text, answer the workbook exercises, watch the accompanying lecture, and review. Use your fifth “free” day to catch up on reading or explore additional books from our supplemental reading list.
- 2. Exams:** We include a midterm and final exam to help you assess your mastery of the subject matter. When you take the exams, study first and then complete them closed book. Make any corrections necessary using the course texts.
- 3. Workbook Exercises:** You may choose to answer open book or closed book. Students should strive for an 80 percent or better for each chapter exercise in the workbook. Make corrections, if any. These exercises will help prepare for the midterm and final exam.
- 4. Mini-Essays:** Each chapter includes a prompt for a mini-essay. These are listed as extra-credit, but we highly recommend that you choose at least four per semester on which to write a short essay (300-500 words). Outline your essay first and then write a draft following the outline. Writing is one of the primary ways to actively engage with the material and communicate your own thoughts on history to others.
- 5. Lectures:** When watching associated lectures, take notes. Write down and look up any unfamiliar or confusing terms.
- 6. Rigor Option:** Advanced students may wish to add content from the supplemental materials list to further appreciate concepts taught in this course. For assistance in incorporating these materials into your lesson plan, ask your parents to schedule a consultation with your TAN Academy coach.



<b>Week 1: Chapter 1</b>
Day 1: Read Chapter 1 (What History is All About).
Day 2: Review the chapter. Complete exercises for Chapter 1 in the workbook. Make corrections. <i><b>*See the important note on workbook exercises and the Mini-Essays at the beginning of this lesson plan.</b></i>
Day 3: Watch Lecture 1 (Introduction). Take notes.
Day 4: Review all notes and workbook answers for Chapter 1. Make corrections if needed.
<b>Week 2: Chapters 2 &amp; 3</b>
Day 1: Read Chapter 2 (Abraham).
Day 2: Complete exercises for Chapter 2 in the workbook. Make corrections.
Day 3: Read Chapter 3 (Moses).
Day 4: Complete exercises for Chapter 3 in the workbook. Make corrections.
<b>Week 3: Chapter 4</b>
Day 1: Read Chapter 4 (The Kingdom of Israel).
Day 2: Complete exercises for Chapter 4 in the workbook. Make corrections.
Day 3: Watch Lecture 2 (Abraham/Moses/Israel). Take notes.
Day 4: Review all notes and workbook answers for Chapters 2-4.
<b>Week 4: Chapter 5</b>
Day 1: Read Chapter 5 (The Achievement of Greece).
Day 2: Complete exercises for Chapter 5 in the workbook. Make corrections.
Day 3: Watch Lecture 3 (Greece). Take notes.
Day 4: Watch Lecture 4 (Greece). Take notes. Review all notes and chapter workbook answers.
<b>Week 5: Chapter 6</b>
Day 1: Read Chapter 6 (The Achievement of Rome).
Day 2: Complete exercises for Chapter 6 in the workbook. Make corrections.
Day 3: Watch Lecture 5 (Rome). Take notes.
Day 4: Watch Lecture 6 (Rome). Take notes. Review all notes and chapter workbook answers.
<b>Week 6: Review Week</b>



Day 1: Watch Lecture 7 (Rome/Everlasting Man). Take notes.
Day 2: Review all notes and chapter workbook answers.
Day 3: Review notes and workbook answers for Chapters 1-6.
Day 4: Review notes and workbook answers for Chapters 1-6.
<b>Week 7: Chapter 7</b>
Day 1: Read Chapter 7 (The Most Important Event in History).
Day 2: Complete exercises for Chapter 7 in the workbook. Make corrections.
Day 3: Watch Lecture 8 (Incarnation). Take notes.
Day 4: Review all notes and chapter workbook answers.
<b>Week 8: Chapter 8</b>
Day 1: Read Chapter 8 (Apostolic Age).
Day 2: Complete exercises for Chapter 8 in the workbook. Make corrections.
Day 3: Watch Lecture 9 (Apostolic Age). Take notes.
Day 4: Review all notes and chapter workbook answers.
<b>Week 9: Chapter 9</b>
Day 1: Read Chapter 9 (Empire vs. Church)
Day 2: Complete exercises for Chapter 9 in the workbook. Make corrections.
Day 3: Watch Lecture 9 (Empire vs. Church). Take notes.
Day 4: Review all notes and chapter workbook answers.
<b>Week 10: Chapter 10</b>
Day 1: Read Chapter 10 (The Great Heresies).
Day 2: Complete exercises for Chapter 10 in the workbook. Make corrections.
Day 3: Watch Lecture 11 (The Great Heresies). Take notes.
Day 4: Review all notes and chapter workbook answers.
<b>Week 11: Chapter 11</b>
Day 1: Read Chapter 11 (The Barbarians and the Church).
Day 2: Complete exercises for Chapter 11 in the workbook. Make corrections.
Day 3: Watch Lecture 12 (The Barbarians and the Church). Take notes.
Day 4: Review all notes and chapter workbook answers.
<b>Week 12: Chapter 12</b>

Day 1: Read Chapter 12 (The Prophet and the Emperor).
Day 2: Complete exercises for Chapter 12 in the workbook. Make corrections.
Day 3: Watch Lecture 13 (The Prophet and the Emperor). Take notes.
Day 4: Review all notes and chapter workbook answers.
<b>Week 13: Chapter 13</b>
Day 1: Read Chapter 13 (The Foundation of a New Civilization).
Day 2: Complete exercises for Chapter 13 in the workbook. Make corrections.
Day 3: Watch Lecture 14 (The Foundation of a New Civilization). Take notes.
Day 4: Review all notes and chapter workbook answers.
<b>Week 14: Midterm Exam</b>
Day 1: Study Chapters 1-4. Review all notes and workbook answers.
Day 2: Study Chapters 5-10. Review all notes and workbook answers.
Day 3: Study Chapters 11-13. Review all notes and workbook answers.
Day 4: Take the midterm exam (closed book). Make corrections, if necessary.
<b>Week 15: Chapters 14 &amp; 15</b>
Day 1: Read Chapter 14 (The High Middle Ages).
Day 2: Complete exercises for Chapter 14 in the workbook. Make corrections.
Day 3: Read Chapter 15 (The Greatest of Centuries).
Day 4: Complete exercises for Chapter 15 in the workbook. Make corrections.
<b>Week 16: Chapters 14 &amp; 15</b>
Day 1: Review Chapters 14 & 15. Review notes.
Day 2: Watch Lecture 15 (The High Middle Ages/The Greatest of Centuries). Take notes.
Day 3: Review lecture notes and Chapter 14 workbook answers.
Day 4: Review lecture notes and Chapter 15 workbook answers.
<b>Week 17: Chapter 16</b>
Day 1: Read Chapter 16 (Spain and the New World).
Day 2: Complete exercises for Chapter 16 in the workbook. Make corrections.
Day 3: Watch Lecture 16 (Spain and the New World). Take notes.
Day 4: Review all notes and chapter workbook answers.

<b>Week 18: Chapter 17</b>
Day 1: Read Chapter 17 (Revolt and the Counterattack).
Day 2: Complete exercises for Chapter 17 in the workbook. Make corrections.
Day 3: Watch Lecture 17 (Revolt and the Counterattack). Take notes.
Day 4: Review all notes and chapter workbook answers.
<b>Week 19: Chapter 18</b>
Day 1: Read Chapter 18 (England Against the Faith).
Day 2: Complete exercises for Chapter 18 in the workbook. Make corrections.
Day 3: Watch Lecture 18 (England Against the Faith). Take notes.
Day 4: Review all notes and chapter workbook answers.
<b>Week 20: Chapters 19 &amp; 20</b>
Day 1: Read Chapter 19 (The Catholic Defense).
Day 2: Complete exercises for Chapter 19 in the workbook. Make corrections.
Day 3: Read Chapter 20 (The Catholic Offense).
Day 4: Complete exercises for Chapter 20 in the workbook. Make corrections.
<b>Week 21: Chapters 19 &amp; 20</b>
Day 1: Review Chapters 19 & 20. Review notes.
Day 2: Watch Lecture 19 (Catholic Defense/Catholic Offense). Take notes.
Day 3: Review lecture notes and Chapter 19 workbook answers.
Day 4: Review lecture notes and Chapter 20 workbook answers.
<b>Week 22: Chapter 21</b>
Day 1: Read Chapter 21 (The Age of France).
Day 2: Complete exercises for Chapter 21 in the workbook. Make corrections.
Day 3: Watch Lecture 20 (The Age of France). Take notes.
Day 4: Review lecture notes and Chapter 21 workbook answers.

<b>Week 23: Chapters 22 &amp; 23</b>
Day 1: Read Chapter 22 (The Rise and Fall of the Stuarts).
Day 2: Complete exercises for Chapter 22 in the workbook. Make corrections.
Day 3: Read Chapter 23 (Liberals and Despots).
Day 4: Complete exercises for Chapter 23 in the workbook. Make corrections.
<b>Week 24: Chapter 24</b>
Day 1: Read Chapter 24 (The French Revolution).
Day 2: Complete exercises for Chapter 24 in the workbook. Make corrections.
Day 3: Watch Lecture 21 (The Stuarts and the French Revolution). Take notes.
Day 4: Review lecture notes and Chapter 24 workbook answers.
<b>Week 25: Chapters 25 &amp; 26</b>
Day 1: Read Chapter 25 (The Age of Napoleon).
Day 2: Complete exercises for Chapter 25 in the workbook. Make corrections.
Day 3: Read Chapter 26 (The Nineteenth Century).
Day 4: Complete exercises for Chapter 26 in the workbook. Make corrections.
<b>Week 26: Chapters 25 &amp; 26</b>
Day 1: Review Chapters 25 & 26. Review notes.
Day 2: Watch Lecture 22 (Napoleon & the Nineteenth Century). Take notes.
Day 4: Review lecture notes and Chapter 25 workbook answers.
Day 4: Review lecture notes and Chapter 26 workbook answers.
<b>Week 27: Chapter 27</b>
Day 1: Read Chapter 27 (World War I and the Russian Revolution).
Day 2: Complete exercises for Chapter 27 in the workbook. Make corrections.
Day 3: Watch Lecture 23 (World War I and the Russian Revolution). Take notes.
Day 4: Review lecture notes and Chapter 27 workbook answers.

<b>Week 28: Chapter 28</b>
Day 1: Read Chapter 28 (The World Between Wars).
Day 2: Complete exercises for Chapter 28 in the workbook. Make corrections.
Day 3: Watch Lecture 24 (The World Between Wars). Take notes.
Day 4: Review lecture notes and Chapter 28 workbook answers.
<b>Week 29: Chapter 29</b>
Day 1: Read Chapter 29 (World War II).
Day 2: Complete exercises for Chapter 29 in the workbook. Make corrections.
Day 3: Watch Lecture 25 (World War II). Take notes.
Day 4: Review lecture notes and Chapter 29 workbook answers.
<b>Week 30: Chapter 30</b>
Day 1: Read Chapter 30 (The Modern World).
Day 2: Complete exercises for Chapter 30 in the workbook. Make corrections.
Day 3: Watch Lecture 26 (The Modern World). Take notes.
Day 4: Review lecture notes and Chapter 30 workbook answers.
<b>Week 31: Final Exam</b>
Day 1: Study Chapters 14-21. Review all notes and workbook answers.
Day 2: Study Chapters 22-26. Review all notes and workbook answers.
Day 3: Study Chapters 27-30. Review all notes and workbook answers.
Day 4: Take the final exam (closed book). Make corrections, if necessary.

# Midterm Exam

Exam for Chapters 1-13

## Multiple Choice. (2 points each/50 points total)

Pick the best answer.

1. The event which has influenced every single person who has ever lived the most was:
  - A. the Annunciation.
  - B. the Incarnation.
  - C. the Presentation.
  - D. none of the above.
2. The Old Testament in Protestant Bibles includes only those books written in which language?
  - A. Greek
  - B. Hebrew
  - C. Hebrew and Greek
  - D. None of the above
3. Egyptians learned to write from which civilization?
  - A. Sumerians
  - B. Mesopotamians
  - C. Harappans
  - D. Egyptians
4. Mesopotamia and Palestine are known today as:
  - A. Iraq and Iran.
  - B. Iraq and Syria.
  - C. Iraq and Israel.
  - D. none of the above.
5. The annual celebration where the Jewish people remember the night that the angel of death spared the Israelites and killed the first-born Egyptians is known as:
  - A. Yom Kippur.
  - B. Hanukkah.
  - C. Passover.

- D. none of the above.
6. Who conquered Jerusalem, established the capital city, and brought the Ark of the Covenant?
- A. Joshua
  - B. King Solomon
  - C. David
  - D. None of the above
7. After Philip the Great of Macedonia was assassinated, this son of his became king at the age of twenty.
- A. Darius the Great
  - B. Xerxes
  - C. Alexander the Great
  - D. Jacques Cartier
8. The war between Athens and Sparta is called:
- A. the War of the City-States.
  - B. the Peloponnesian War.
  - C. the Athenian War.
  - D. none of the above.
9. One of the greatest contributions of Rome was the development of:
- A. natural law.
  - B. natural law philosophy.
  - C. monarchy.
  - D. pure democracy.
10. Which ruler was assassinated on March 15 (Ides of March) in 44 BC?
- A. Julius Caesar
  - B. Marc Antony
  - C. Octavian
  - D. Sulla
11. Christ stated to the Jews that the Judge of all men would be:
- A. God the Father.
  - B. Himself.
  - C. God the Holy Ghost.



- D. none of the above.
12. This ruler blamed the Christians for a fire that destroyed parts of his city in AD 64.
- A. Herod the Great
  - B. Pontius Pilate
  - C. Josephus
  - D. Nero
13. How was Paul, the Apostle, martyred?
- A. beheading
  - B. stoning
  - C. crucifixion
  - D. none of the above
14. The Roman army that responded to Zealot uprisings by conquering Jerusalem without mercy and destroying the Temple in AD 70 was led by:
- A. Vespasian.
  - B. Titus.
  - C. Domitian.
  - D. Vitellius.
15. The Edict of Toleration is also known as:
- A. the Edict of Milan.
  - B. the Edict of Constantine.
  - C. the Edict of Christians.
  - D. none of the above.
16. The Council of Nicaea summarized the most important teachings of Christianity in:
- A. the Edict of Milan.
  - B. the Nicene Creed.
  - C. the Apostles Creed.
  - D. none of the above.
17. The Fathers of the Church include:
- A. St. Jerome.
  - B. St. Augustine.
  - C. St. Ambrose of Milan.

- D. all of the above.
18. Who played a crucial role in saving the True Faith from Arianism?
- A. Cyril of Alexandria
  - B. Anthony of Egypt
  - C. Ambrose of Milan
  - D. Athanasius
19. This council declared Mary was indeed the Mother of God: Theotokos.
- A. Council of Nicaea
  - B. Council of Ephesus
  - C. Council of Alexandria
  - D. None of the above
20. The Barbarians could never conquer the Byzantine Empire because of the superb location of:
- A. Rome.
  - B. Mount Cassino.
  - C. Constantinople.
  - D. Venice.
21. Who led a tribe of Orientals from Asia to Rome?
- A. Pope Leo the Great
  - B. Manicheans
  - C. Attila the Hun
  - D. Diarmuid
22. The Father of Western Monasticism was:
- A. Pope St. Leo the Great.
  - B. St. Gregory the Great.
  - C. St. Columbanus.
  - D. St. Benedict of Norcia.
23. The following are all tenets of Mohammed's religion except:
- A. war against infidels is praiseworthy.
  - B. Abraham is the greatest prophet.
  - C. revenge is permitted.

- D. paradise if filled with material pleasures.
24. Charles Martel was known as:
- A. the Hammer.
  - B. the Golden Ruler.
  - C. the Roman Protector.
  - D. none of the above.
25. The king of the Saxons who restored the Holy Roman Empire was:
- A. Louis the Pious.
  - B. Charles the Fat.
  - C. Otto the Great.
  - D. none of the above.

**True or False (2 points each/50 points total)**

Circle the letter T if the statement is true or F if the statement is false.

1. T F Members of the Jewish and Christian religions call Abraham a spiritual father.
2. T F The Passover feast would foreshadow Jesus' freeing of all men from the slavery of sin through His blood.
3. T F The chief human author of the Pentateuch, the first five books of the Bible, was Abraham.
4. T F The Persian King Cyrus allowed the Chosen People to return home.
5. T F The Spartans appealed to Athens for help against Xerxes.
6. T F Aristotle tutored Alexander as a youth before he became Alexander the Great.
7. T F Alexander's main military formation is known as the phalanx.
8. T F The checkerboard fighting groups of the Romans were called maniples.
9. T F The Punic Wars were between Rome and Carthage.
10. T F Hannibal was defeated by Scipio in the Second Punic War.
11. T F The Gospels are not historically reliable documents.

12. T F The hallucination theory refers to the Apostles seeing a vision of Christ.
13. T F Constantine's mother who went to the Holy Land and found the cross on which Christ died was Constantius.
14. T F The Great Persecution which began in AD 304 can be called the strongest effort in history to wipe out Christianity.
15. T F The Edict of Milan allowed all people including Christians to observe their faith.
16. T F The eastern empire became known as the Hellenistic Empire.
17. T F Arianism was the first great heresy.
18. T F The Huns won the Battle of Adrianople in 378 which marked the first permanent breach of Rome's frontier.
19. T F St. Brendan was an Irish monk who wrote of amazing voyages to lands west in a leather boat.
20. T F The Byzantines were able to defend Constantinople from the Moslems with the invention of Greek Fire.
21. T F The patron saint of Norway who fought paganism with English missionaries was King Olaf II.
22. T F Constantine was the founder of Christendom and Charlemagne was the builder of Rome.
23. T F The ninth and tenth centuries marked the end of the Dark Ages.
24. T F Feudalism as the exchange of labor for protection was developed in Rome.
25. T F Pope Leo III crowned Charlemagne the Holy Roman Emperor on Christmas Day, AD 800.

# Final Exam

Exam for Chapters 14-30

## Multiple Choice. (2 points each/50 points total)

Pick the best answer.

1. All are true of the Greek and Roman Orthodox Churches today except:
  - A. they teach basically the same doctrines of the Roman Catholic Church.
  - B. they have valid sacraments.
  - C. they accept the authority of the Holy Father.
  - D. they are descendants of the schismatic churches in the Greek Schism.
2. The Greek Schism took place in what year?
  - A. 1054
  - B. 1154
  - C. 1254
  - D. None of the above
3. This king was forced to sign the Magna Carta at Runnymede.
  - A. King John of England
  - B. King Robert of England
  - C. William of Normandy
  - D. None of the above
4. The knights who fought in the Crusade wanted to free the Holy Land from the Moslems:
  - A. and rescue Byzantium.
  - B. and rescue Rome.
  - C. and be formally knighted by the pope.
  - D. none of the above.
5. This term refers to the sixty-year period in which Rome was not the headquarters of the papacy; Rome was deserted in favor of Avignon, France.
  - A. Avignon Captivity
  - B. Rome Captivity
  - C. Babylonian Captivity
  - D. None of the above

6. The ways in which the bubonic plague, or Black Death, contributed to the decline of the Middle Ages included:
  - A. less trust in God.
  - B. clergymen who were not very holy.
  - C. drastic decrease in population.
  - D. all of the above.
7. The *Reconquista* refers to which country's liberation from the Moslems?
  - A. Italy
  - B. Spain
  - C. France
  - D. None of the above
8. This queen set up the Inquisition to distinguish the faithful citizens from traitors.
  - A. Queen Eleanor of Aquitaine
  - B. Queen Blanche
  - C. Queen Isabel
  - D. None of the above
9. Ferdinand and Isabel are responsible for all of the following except:
  - A. discovering a sea route to India.
  - B. ending civil war and restoring order and justice in their country.
  - C. completing the *Reconquista*.
  - D. reforming the Church in their country.
10. The philosophy that stressed human accomplishments and pride and confidence in the human mind is known as:
  - A. intellectualism.
  - B. humanism.
  - C. nationalism.
  - D. spiritualism.
11. Which of the following is/are among the three enemies of Christendom which Charles V spent his life fighting as Holy Roman Emperor?
  - A. Lutherans
  - B. Turks
  - C. Francis I, King of France
  - D. All of the above

12. Pope Leo excommunicated this person who nailed documents to a German church and started many heresies.
  - A. Martin Luther
  - B. John Calvin
  - C. Francis I
  - D. None of the above
13. The civil wars in England known as the War of the Roses were fought between which families for the throne of the insane King Henry VI?
  - A. York and Lancaster
  - B. York and Stuart
  - C. Lancaster and Stuart
  - D. None of the above.
14. Who wrote the 1552 Book of Common Prayer, which denied that the Mass was sacrificial and that the bread and wine were changed into the Body and Blood of Christ?
  - A. Martin Luther
  - B. John Calvin
  - C. Thomas Cranmer
  - D. None of the above
15. All of the following were true in Elizabethan England under “Good Queen Bess” except:
  - A. fines for non-attendance at Anglican services were levied.
  - B. no public display of objects of devotion was allowed.
  - C. Mass was illegal.
  - D. death after second refusal to take the Oath of Supremacy.
16. The Wars of Religion in France were begun by:
  - A. Turks.
  - B. Catholics.
  - C. Huguenots.
  - D. none of the above.



17. In gratitude for which battle victory did Pope St. Pius V declare October 7 as the Feast of the Most Holy Rosary?
- A. Battle of the Spanish Armada
  - B. Battle of Lepanto
  - C. Battle of San Quentin
  - D. None of the above
18. The Catholic Reformation occurred in which century?
- A. the fifteenth century
  - B. the sixteenth century
  - C. the seventeenth century
  - D. none of the above
19. The seventeenth century saw a great expansion in scientific knowledge thanks whose contributions?
- A. Newton, Galileo, Copernicus
  - B. Newton, Copernicus, Archimedes
  - C. Newton, Galileo, Archimedes
  - D. None of the above
20. Because of the rivalry for trade in the New World, the wars between France and England were fought both in Europe and the New World. Their most significant war was called:
- A. the War of English Succession.
  - B. the War of the Roses.
  - C. the Seven Years War.
  - D. Hitler.
21. Whose liberal argument claimed that men must be free to speak and print anything they wish and to live by any moral standard they choose—even if they have none?
- A. Rousseau
  - B. Frederick the Great
  - C. Voltaire
  - D. None of the above
22. The execution of King Louis XVI was the beginning of the:
- A. September Massacres.

- B. Reign of Terror.
  - C. Thermidorian Reaction.
  - D. none of the above.
23. What battle did the Allied troops of Austria, Russia, and Prussia win in 1813, leading to the capture of Paris in 1814 and forcing Napoleon's abdication?
- A. Battle of the Nations
  - B. Battle of Waterloo
  - C. Battle of Ulm
  - D. none of the above
24. The economic system whereby the means of production are owned and controlled by the government is called:
- A. capitalism.
  - B. distributism.
  - C. socialism.
  - D. communism.
25. In the twentieth century, the greatest internal and external threats to the Catholic Church were:
- A. the heresies of Modernism and Communism.
  - B. moral corruption and socialism.
  - C. suppressing free speech and socialism.
  - D. none of the above.

**True or False (2 points each/50 points total)**

Circle the letter T if the statement is true or F if the statement is false.

26. T F The sack of Constantinople and of Jerusalem were not immoral since the Crusades were a just war.
27. T F Even though Saladin was not very impressed with Richard the Lion Heart, he did agree to a three-year truce.
28. T F The Magna Carta ensured the rights of the poor against the noblemen.
29. T F The code of chivalry was instituted to protect those groups of craftsmen in guilds.

30. T F St. Joan of Arc heard the voice of St. Michael the Archangel.
31. T F The key issue of the Hundred Years' War was whether France would survive as a nation.
32. T F The fall of Constantinople to the Turks in 1453 is when the Roman Empire in the East finally fell.
33. T F It is estimated that 30 percent of Europeans died of the bubonic plague, or Black Death.
34. T F Prince Henry of Portugal is known as the last Moslem ruler in Spain.
35. T F Thomas More and John Fisher were martyred because they refused to take the Oath of Supremacy.
36. T F During Elizabeth I's reign, the rightful queen would have been Mary Tudor.
37. T F The defeat of the Spanish Armada was accepted by Philip II as God's will.
38. T F The Council of Trent allowed indulgences in return for contributions of money only in certain, limited circumstances.
39. T F One result of the scientific revolution was intellectual pride which led to Deism.
40. T F The Penal Laws severely restricted the life of Irish Catholics in all areas in an attempt to do away with them.
41. T F The War of English Succession was an attempt to free Scotland from English rule.
42. T F The Freemasons formed a partially secret organization in Paris in the eighteenth century aimed at substituting itself for the Catholic Church.
43. T F Napoleon was defeated at Waterloo.
44. T F In 1829, when the Irish petitioned for emancipation (or rights of citizenship), the British Parliament retaliated.
45. T F Russian Tzar Nicholas II and Alexandra were not respected by their citizens which is why Rasputin came to rule.

- 46. T F Hitler stated that he would conquer all of Europe and then turn to his greatest enemy, the Catholic Church.
- 47. T F In addition to the millions of Russians who died during WWI, Russian deaths by starvation reached the millions under Lenin's communistic regime.
- 48. T F D-Day refers to the invasion of Allied troops on the shore of Normandy, France.
- 49. T F The Truman Doctrine advocated for the supplying aid to countries when Communists threatened to take over.
- 50. T F Modernism is the heresy that denies historical reliability of Scripture, says that the Incarnation is not a fact, and claims that there is no absolute, unchanging truth.

# Answer Key

## Midterm Exam Answers

**Multiple Choice.** Pick the best answer. 50 Points. (2 points each)

1B, 2B,3A,4C, 5C, 6C, 7C, 8B, 9B, 10A, 11B, 12D, 13A, 14B, 15A, 16B, 17D, 18D, 19B, 20C, 21C, 22D, 23B, 24A, 25 C

**True or False.** 50 Points. (2 points each)

1T, 2T, 3F, 4T, 5F, 6T, 7T, 8T, 9T, 10T, 11F, 12T, 13F, 14T, 15T, 16F, 17T, 18F, 19T, 20T, 21T, 22F, 23T, 24F, 25T

## Final Exam Answers

**Pick the best answer.** 50 points (2 points each)

1C, 2A, 3A, 4A, 5C, 6D, 7B, 8C, 9A, 10B, 11D, 12A, 13A, 14C, 15B, 16C, 17B, 18B, 19A, 20C, 21C, 22B, 23A, 24C, 25A

**True or False.** 50 points (2 points each)

26F, 27F, 28F, 29F, 30T, 31T, 32T, 33T, 34F, 35T, 36F, 37T, 38F, 39T, 40T, 41F, 42T, 43T, 44F, 45F, 46T, 47T, 48T, 49T, 50T

## Theology Introduction

Welcome to TAN Academy's one-year theology course for eleventh grade.

Students choose between two tracks: preconciliar or postconciliar. Our **preconciliar program** uses the Fr. John Laux texts, written prior to the Second Vatican Council, and is ideal for families following the traditional liturgy and calendar. This track emphasizes mastery through oral discussion and writing short-form and long-form papers. Our **postconciliar program** is a great option for those following the liturgical norms and ecclesiastical law implemented since the Second Vatican Council. This option uses TAN's full course, incorporating video and workbook exercises.

The content for these two tracks is divergent:

**Preconciliar:** the study of Scripture, reading primary texts

**Postconciliar:** a study in the sacraments and moral theology

Both plans contain a 32-week daily course schedule. Choose the option that best suits your family's preference and student needs.

If you would like assistance in discerning the best track for your student or how to incorporate a supplement, please consult your TAN Academy coaCh. and we will be happy to discuss your choices.

## Recommended Course Materials

\*Denotes materials available through TAN Books.

### **Preconciliar**

[Baltimore Catechism Four](#)\*

[Introduction to the Bible by Fr. John Laux](#)\*

### **Postconciliar**

[Baltimore Catechism Four](#)\*

[Formed in Christ: Do This In Remembrance - Sacraments \(textbook and workbook\)](#)\*

[Formed in Christ: Christ Alive in Us - Moral Theology \(textbook and workbook\)](#)\*

The Sacraments: Streaming Videos by Fr. Matthew Kauth\*



## Course Schedule: Preconciliar

This course includes a 32-week daily assignment schedule for the recommended books from the Fr. Laux series: *Introduction to the Bible*, as well as *Baltimore Catechism Four*. To make the most of this important course, we suggest the following approach:

1. Follow the schedule to complete the material in a timely fashion. Although there are no tests in this course, you should answer the “Suggestions for Study and Review” after every part. This may be an oral or written exercise. Doing so will help you understand the concepts of the faith.
2. As this is a high school course, we recommend that you take notes as you read. Outlining the chapters is the best way to clearly grasp the arguments for each. point of doctrine.
3. When you read unfamiliar or confusing words, write them down with the correct definition.
4. Writing assignments are optional. We recommend that you complete at least four essays or papers of your choosing per semester in order to secure your own mastery of the subject matter and exercise your writing skills.
5. For tips on customizing this course, be sure to talk to your parents about scheduling a consult with your TAN Academy coach.

<b>Week 1: Introduction to the Bible</b>
Day 1: Read the Introduction, Parts I, Section I-V (pp. 1-11).
Day 2: Read the Introduction, Parts I, Section VI-XI (pp. 11-22).
Day 3: Do Suggestions for Study, pp. 22-23, #1-12, orally.
Day 4: <b>Optional:</b> Outline a short paper (300 - 500 words), choosing one of the questions from pp. 22-23, #13-16. Write your draft.
Day 5: Review your paper for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.

<b>Week 2: Introduction to the Bible &amp; Baltimore Catechism Four</b>
Day 1: Study Ch. I, The Books of the Old Testament, Parts II (pp. 25-27). Outline as you read.
Day 2: Read Ch. II, Historical Credibility (pp. 28-30). Outline as you read.
Day 3: Read from the Baltimore Catechism, The Lord's Prayer (pp. 1-6).
Day 4: <b>Optional:</b> Write a reflective essay on the Lord's Prayer. What are the chief sections within the prayer? What petitions does Our Lord include? Why is this important to you?
Day 5: Review your essay for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.
<b>Week 3: Introduction to the Bible &amp; Baltimore Catechism Four</b>
Day 1: Read Ch. III, The Historical Books of the Old Testament, Section A, The Pentateuch. (pp. 31-38). Outline as you read.
Day 2: Read Ch. III, Section B, Josue (pp. 38-40). Outline as you read.
Day 3: Read Genesis 1-3, 12, and 37-50 (read for one hour).
Day 4: Read Deuteronomy 1-4, 5:1-22. Also read the book of Joshua.
Day 5: Read from the Baltimore Catechism, The Angelical Salutation (pp. 6-9).
<b>Week 4: Introduction to the Bible &amp; Baltimore Catechism Four</b>
Day 1: Read Ch. III, The Historical Books of the Old Testament, Section II, Judges and Ruth (pp. 41-43). Outline as you read.
Day 2: Read Ch. III, Section III, Part 1, The Books of Kings (pp. 43-47). Outline as you read.
Day 3: Read from the Baltimore Catechism, The Apostles' Creed (pp. 9-18).
Day 4: Read the Book of Ruth.
Day 5: Read 1 Samuel 1-3, 8, and 16-17 (read for one hour).
<b>Week 5: Introduction to the Bible</b>
Day 1: Read 2 Samuel 1, 2, 11, and 12.
Day 2: Read 1 Kings 1-11 and 2 Kings 24, 25.
Day 3: Read Ch. III, The Historical Books of the Old Testament, Section III, Part 2, The Books of Paralipomenon, or Chronicles (pp. 47-50). Outline as you read.
Day 4: Read Ch. III, Section V, The Books of Tobias, Judith, and Esther (pp. 50-54). Outline as you read.
Day 5: Choose one of the books of the Bible you studied yesterday and read it for one hour today.
<b>Week 6: Introduction to the Bible &amp; Baltimore Catechism Four</b>

Day 1: Read Ch. III, The Historical Books of the Old Testament, Section VI, The Books of the Maccabees (pp. 54-58). Outline as you read.
Day 2: Do the Suggestions for Study, pp. 58-60, #5-15.
Day 3: Do the Suggestions for Study, pp. 58-60, #16-24. <b>Optional:</b> Choose one of the questions from p. 60 in #25 and outline a short paper (300-500 words) answering it.
Day 4: Write your rough draft.
Day 5: Optional: Review your paper for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.
<b>Week 7: Introduction to the Bible &amp; Baltimore Catechism Four</b>
Day 1: Read 1 Maccabees (read for one hour).
Day 2: Read 2 Maccabees (read for one hour).
Day 3: Read Ch. IV, The Doctrinal Books of the Old Testament, Section I, The Wisdom Books, #1-3 (pp. 61-67). Outline as you read.
Day 4: Read Ch. IV, #4-6, Entry of Eliu (pp. 67-70). Outline as you read.
Day 5: Read the Book of Job for one hour. Read from the Baltimore Catechism, <i>The Confiteor</i> (pp. 19-21).
<b>Week 8: Introduction to the Bible &amp; Baltimore Catechism Four</b>
Day 1: Read Ch. IV, The Doctrinal Books of the Old Testament, Section #3, The Book of Proverbs (pp. 70-74). Outline as you read.
Day 2: Read Ch. IV, #4, Ecclesiastes (pp. 74-75). Outline as you read.
Day 3: Read the Book of Proverbs for one hour. Note your favorite sayings and copy them into your notebook.
Day 4: Read the Book of Ecclesiastes for one hour. Copy Chapter 3:1-11 into your notebook.
Day 5: Read from the Baltimore Catechism, Acts of Faith, Hope, and Love (pp. 21-23).
<b>Week 9: Introduction to the Bible &amp; Baltimore Catechism Four</b>
Day 1: Read Ch. IV, The Doctrinal Books of the Old Testament, Section #5, The Book of Wisdom (pp. 75-80). Outline as you read.
Day 2: Read Section #6, Desire for Wisdom (pp. 80-83). Outline as you read.
Day 3: Read Section #6, The Book of Ecclesiasticus (pp. 83-89). Outline as you read.
Day 4: <b>Optional:</b> Outline and write a personal essay, choosing for your reflection one of the maxims of Household Words from pg. 88-89, #25. Explain its meaning and its significance for you. *Remember, a personal essay expresses your own thoughts and how you apply those thoughts to your own life and actions. At the same time, give thoughtful reasons for your stated opinion.
Day 5: Optional: Review your essay for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.
<b>Week 10: Introduction to the Bible</b>
Day 1: Read Ch. IV, The Doctrinal Books of the Old Testament, Section II, Psalter (pp. 89-94). Outline as you read.

Day 2: Read Section #3, Classification of Psalms - Hymns (pp. 94-97). Outline as you read. Choose 2 Psalms from each category of classification and read them from your Bible.
Day 3: Read Section #2, Prayer-Psalms (pp. 97-99). Outline as you read. Read Psalms 8, 16, 51, 116, and 139.
Day 4: <b>Optional:</b> Outline and write a personal essay.
Day 5: Optional: Review your paper for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.
<b>Week 11: Introduction to the Bible &amp; The Baltimore Catechism Four</b>
Day 1: Read Ch. IV, The Doctrinal Books of the Old Testament, Religious Lyrics (pp. 99-101). Outline as you read.
Day 2: Read Section #4, Classification of Psalms According to Their Content (pp. 101-103). Outline as you read.
Day 3: Read Psalms 20, 21, and 72. How would you classify these Psalms?
Day 4: Read Psalms 3 - 7, 22, and 44. How would you classify these Psalms?
Day 5: Read from the Baltimore Catechism, An Act of Contrition and Prayers for Meals (pp. 23-25).
<b>Week 12: Introduction to the Bible</b>
Day 1: Read Ch. IV, The Doctrinal Books of the Old Testament, Psalms in the Liturgy of the Church (pp. 103-105). Outline as you read.
Day 2: Read Section III, Canticle of Canticles (pp. 104-108). Outline as you read.
<b>Optional:</b> Read the Song of Songs in your Bible.
Day 3: Do the Suggestions for Study (pp. 108-109), #6-16.
Day 4: <b>Optional:</b> Outline and draft a short paper (300-500 words) answering #17 from Suggestions for Study.
Day 5: Optional: Review your paper for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.
<b>Week 13: Introduction to the Bible &amp; The Baltimore Catechism Four</b>
Day 1: Read Ch. V, The Prophetical Books of the Old Testament, #1-4 (pp. 110-113). Outline as you read.
Day 2: Read Sections 5-7, Schools of Prophets (pp. 113-114). Outline as you read.
Day 3: Read from the Baltimore Catechism, Lesson 1, On the End of Man (pp. 29-38).
Day 4: <b>Optional:</b> Outline and write a short paper (250-400 words) titled "The Purpose of My Life," based on the Baltimore Catechism Lesson 1.
Day 5: Optional: Review your paper for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.
<b>Week 14: Introduction to the Bible &amp; The Baltimore Catechism Four</b>

Day 1: Read Ch. V, The Prophetical Books of the Old Testament, Section 2, Amos (pp. 114-119). Outline as you read.
Day 2: Read Sections 3, Osee, Schools of Prophets (pp. 119-125). Outline as you read.
Day 3: Read Amos 1-2, and Hosea 1-2.
Day 4: Read the Book of Joel.
Day 5: Begin reading the Book of Isaiah. Begin with Chapters 1 and 5.
<b>Week 15: Introduction to the Bible</b>
Day 1: Read Ch. V, The Prophetical Books of the Old Testament, Section 4, Isaias (pp. 125-130). Outline as you read.
Day 2: Read #4-5, The Campaign (pp. 130-134). Outline as you read.
Day 3: Read Isaiah 6 and 7.
Day 4: Read Isaiah 37. <b>Optional:</b> Look up the poem “Destruction of Sennacherib,” by Lord Byron, and read it today.
Day 5: Prepare for next week by reading the Suffering Servant passages in Isaiah, Chapters 40-66.
<b>Week 16: Introduction to the Bible &amp; The Baltimore Catechism Four</b>
Day 1: Read Ch. V, The Prophetical Books of the Old Testament, Isaias, Sections 6-8 (pp. 134-138). Outline as you read.
Day 2: Read #9, Consolamini (pp. 138-142). Outline as you read.
Day 3: Read from the Baltimore Catechism, Lesson 4, On Creation (pp. 48-52).
Day 4: Optional: Outline and draft a long paper (500-1000 words) using #5 on page 204. You will write this paper over the next week. Choose any prophet about whom you would like to learn more.
Day 5: Work on your rough draft.
<b>Week 17: Introduction to the Bible &amp; The Baltimore Catechism Four</b>
Day 1: Read Ch. V, The Prophetical Books of the Old Testament, Section #2-4 Jehovah (pp. 142-145). Outline as you read. Continue to work on your paper.
Day 2: Read #6, Jonas (pp. 145-148). Outline as you read.
Day 3: Read from the Baltimore Catechism, Lesson 5, On Our First Parents and Their Fall (pp. 53-60).
Day 4: Finish your paper on the prophet of your choice.
Day 5: Optional: Review your paper for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.
<b>Week 18: Introduction to the Bible &amp; The Baltimore Catechism Four</b>
Day 1: Read Ch. V, The Prophetical Books of the Old Testament, Section 7, Jeremias (pp. 148-152). Outline as you read.
Day 2: Read Section 7, #3-5, Boiling Cauldron (pp. 152-156). Outline as you read.

Day 3: Read Jeremiah 1-5.
Day 4: Read Jeremiah 22-23.
Day 5: Read from the Baltimore Catechism, Lesson 6, On Sin and Its Kinds (pp. 61-72).
<b>Week 19: Introduction to the Bible &amp; The Baltimore Catechism Four</b>
Day 1: Read Ch. V, The Prophetical Books of the Old Testament, Section 7, #6-12, Jeremias (pp. 156-163). Outline as you read.
Day 2: Read Section #8, The Lamentations of Jeremias (pp. 165-168). Outline as you read.
Day 3: Read Jeremiah 19.
Day 4: Read 2 Chronicles 35 and Lamentations 2.
Day 5: Read from the Baltimore Catechism, Lesson 7, On the Incarnation and Redemption (pp. 73-86).
<b>Week 20: Introduction to the Bible &amp; The Baltimore Catechism Four</b>
Day 1: Read Ch. V, The Prophetical Books of the Old Testament, Section 9, Four Contemporaries of Jeremias (pp. 168-174). Outline as you read.
Day 2: Read Section 10, Prophets of Captivity, #1-5 (pp. 175-181). Outline as you read.
Day 3: Read from the Baltimore Catechism, Lesson 8, On the Lord's Passion... (pp. 87-100).
Day 4: <b>Optional:</b> Outline and draft a short summary (250-500 words) explaining the difference between Hell and Limbo.
Day 5: <b>Optional:</b> Review your paper for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.
<b>Week 21: Introduction to the Bible &amp; The Baltimore Catechism Four</b>
Day 1: Read Ch. V, The Prophetical Books of the Old Testament, Section 10, #6-9 (pp. 181-184). Outline as you read.
Day 2: Read Daniel from Section 10, #2 (pp. 184-194). Outline as you read.
Day 3: Read Ezekiel 34-37.
Day 4: Read Daniel 1-3, 5, and 7.
Day 5: Read from the Baltimore Catechism, Lesson 9, On the Holy Ghost (pp. 101-111).
<b>Week 22: Introduction to the Bible</b>
Day 1: Read Ch. V, The Prophetical Books of the Old Testament, Section 11, The Post-Exilic Prophets (pp. 194-203). Outline as you read.
Day 2: Do the Suggestions for Study, #6-11 (pp. 203-204).
Day 3: Do the Suggestions for Study, #12-18 (pp. 203-204).

Day 4: <b>Optional:</b> Outline and draft a long paper (500-750 words) of your choice from #19, #20, or #21 from Suggestions for Study.
Day 5: Optional: Review your paper for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.
<b>Week 23: Introduction to the Bible &amp; The Baltimore Catechism Four</b>
Day 1: Read Part III, The New Testament, Introduction (pp. 205-210). Outline as you read.
Day 2: Read Part III, Ch. I, Section I, Gospels, #1-7 (pp. 211-215). Outline as you read.
Day 3: Read the Gospel of Matthew for one hour.
Day 4: Continue reading the Gospel of Matthew.
Day 5: Finish reading the Gospel of Matthew. Read from the Baltimore Catechism, Lesson 10, On the Effects of the Redemption (pp. 112-118).
<b>Week 24: Introduction to the Bible</b>
Day 1: Read Part III, Ch. I, Section I, Gospels, #8-9 (pp. 215-218). Outline as you read.
Day 2: Do the Suggestions for Study, #6 (pp. 219).
Day 3: Do the Suggestions for Study, #7 (pp. 203-204).
Day 4: Read the first half of the Gospel of Mark (read for one hour).
Day 5: Finish the Gospel of Mark.
<b>Week 25: Introduction to the Bible</b>
Day 1: Read Section II, The Gospel According to St. Matthew (pp. 220-224). Outline as you read.
Day 2: Read Section III, The Gospel According to St. Mark (pp. 225-231). Outline as you read.
Day 3: Do the Suggestions for Study, #4, #6, #7, #8 (pp. 231-232).
Day 4: Read Luke 1 - 4. <b>Optional:</b> Outline a short paper (300-500 words) explaining the differences and/or similarities between St. Matthew and St. Mark's Gospels.
Day 5: Read Luke 5-13.
Optional: Review your paper for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.
<b>Week 26: Introduction to the Bible</b>
Day 1: Read Section IV, The Gospel According to St. Luke (pp. 233-240). Outline as you read.
Day 2: Read Luke 14 - 24 (read for one hour.) Do the Suggestions for Study, #3-5 (pp. 240) orally.
Day 3: Do the Suggestions for Study, #6-9 (pp. 240).
Day 4: Read John 1-10 (read for one hour).

Day 5: Read John 11-19.
<b>Week 27: Introduction to the Bible &amp; The Baltimore Catechism Four</b>
Day 1: Read Section V, The Gospel According to St. John (pp. 242-249). Outline as you read.
Day 2: Finish reading the Gospel of John. Do the Suggestions for Study, #4-7 (pp. 249-250).
Day 3: Do the Suggestions for Study, #8-12 (pp. 250).
Day 4: <b>Optional:</b> Outline and write a long paper (500-750 words) answering #13 from Suggestions for Study on page 250. Be sure to include direct quotes from the Gospel.
Day 5: Finish writing your draft.
<b>Week 28: Introduction to the Bible &amp; The Baltimore Catechism Four</b>
Day 1: Optional: Review your paper for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.
Day 2: Read Section VI, The Acts of the Apostles (pp. 251-253). Outline as you read.
Day 3: Read the Acts of the Apostles for one hour.
Day 4: Do the Suggestions for Study, #3, #4, 6, #7, #8 (pp. 254).
Day 5: Read from the Baltimore Catechism, Lesson 11, On the Church (pp. 119-128).
<b>Week 29: Introduction to the Bible</b>
Day 1: Read Section II, The Doctrinal Books of the New Testament, #1-14 (pp. 255-270). Outline as you read.
Day 2: Read Section II, The Doctrinal Books of the New Testament (pp. 270-292). Outline as you read.
Day 3: Finish any reading you didn't get to yesterday.
Day 4: Choose one epistle of St. Paul. Read it today and use a pen or highlighter to do the activity described in #5 on page 293.
Day 5: Do the Suggestions for Study: #6-10 on page 293.
<b>Week 30: Introduction to the Bible &amp; The Baltimore Catechism Four</b>
Day 1: Read Section III, The Epistles (pp. 294-304). Outline as you read.
Day 2: Do the Suggestions for Study: #5, #6, #8, #9.
Day 3: Read the Book of James for one hour.
Day 4: Read 1 and 2 Peter.
Day 5: Read from the Baltimore Catechism, Lesson 12, On the Attributes of Marks of the Church (pp. 129-145).
<b>Week 31: Introduction to the Bible &amp; The Baltimore Catechism Four</b>
Day 1: Read 1, 2, and 3 John.



Day 2: Read Chapter III, The Prophetic Book of the New Testament (pp. 305-313). Outline as you read. Do the Suggestions for Study: #5
Day 3: Read Revelation for one hour.
Day 4: Read from the Baltimore Catechism, Lesson 13, On the Sacraments in General (pp. 146-152).
Day 5: Read from the Baltimore Catechism, Lesson 14, On Baptism (pp. 153-163).
<b>Week 32: The Baltimore Catechism Four</b>
Day 1: Read from the Baltimore Catechism, Lesson 15, On Confirmation (pp. 164-167). <b>Optional:</b> Outline and draft your final paper (500-750 words) on the <i>Introduction to the Bible</i> . Choose either #6 or #7 on page 313 as your topic <b>or</b> design your own topic based on the Suggestions for Study you have completed this year. Be sure to include direct quotes from both the Scriptures and from Fr. Laux.
Day 2: Work on your paper. Read from the Baltimore Catechism, Lesson 16, On the Gifts and the Fruits of the Holy Spirit (pp. 168-173).
Day 3: Work on your paper. Read from the Baltimore Catechism, Lesson 17, On the Sacrament of Penance (pp. 174-187).
Day 4: Review your final paper for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.

## Course Schedule: Postconciliar

This course includes a week-by-week assignment schedule for the recommended *Formed in Christ* books: *Do This In Remembrance* (textbook and workbook), *Christ Alive in Us* (textbook and workbook), and *The Sacraments* (streaming videos by Fr. Matthew Kauth). This course also recommends *Baltimore Catechism Four*. To make the most of this important course, we suggest the following approach:

1. The following schedule for the postconciliar option is 32 weeks and incorporates the recommended textbooks, workbooks, and accompanying streamed videos.
2. To understand the concepts in each chapter, students should answer the review questions and take the chapter quiz. Also, be familiar with the key terms for each chapter to better understand the concepts presented. A final quiz is included at the end of the *Formed in Christ* books.
3. Students have access to accompanying streamed videos. These short relevant homilies should be viewed after studying each section which include 7 videos.

<b>Week 1: Do This in Remembrance &amp; Baltimore Catechism Four</b>
Day 1: Watch the Introduction video from <i>The Sacraments</i> with Father Matthew Kauth. Read Part I, The Sacramental Economy from <i>Do This in Remembrance</i> .
Day 2: Read Chapter I, Definition of Sacrament. Study key terms and memory verse. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5: Take the chapter quiz. Check your answers. Read from the Basic Prayers (pp. 1-9) from <i>Baltimore Catechism Four</i> .
<b>Week 2: Do This in Remembrance &amp; Baltimore Catechism Four</b>
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5: Take the chapter quiz. Check your answers. Read from the Basic Prayers (pp. 9-19) from <i>Baltimore Catechism Four</i> .
<b>Week 3: Do This in Remembrance &amp; Baltimore Catechism Four</b>
Day 1: Read Part II, Baptism - Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5: Take the chapter quiz. Check your answers. Read from the Basic Prayers (pp. 19-25) from <i>Baltimore Catechism Four</i> .
<b>Week 4: Do This in Remembrance &amp; Baltimore Catechism Four</b>
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5: Take the chapter quiz. Check your answers. Read Lesson 1 (pp. 29-38) from <i>Baltimore Catechism Four</i> . Watch the video for Part II: Baptism.
<b>Week 5: Do This in Remembrance &amp; Baltimore Catechism Four</b>
Day 1: Read Part III, Confirmation - Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5: Take the chapter quiz. Check your answers. Read Lesson 2 (pp. 39-43) from <i>Baltimore Catechism Four</i> .

<b>Week 6: Do This in Remembrance &amp; Baltimore Catechism Four</b>
Day 1: Read Part III, Confirmation - Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5: Take the chapter quiz. Check your answers. Read Lesson 3 (pp. 44-47) from <i>Baltimore Catechism Four</i> . Watch the video for Part III: Confirmation.
<b>Week 7: Do This in Remembrance &amp; Baltimore Catechism Four</b>
Day 1: Read Part IV, The Eucharist - Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5: Take the chapter quiz. Check your answers. Read Lesson 4 (pp. 48-52) from <i>Baltimore Catechism Four</i> .
<b>Week 8: Do This in Remembrance &amp; Baltimore Catechism Four</b>
Day 1: Read Part IV, The Eucharist - Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5: Take the chapter quiz. Check your answers. Read Lesson 5 (pp. 53-59) from <i>Baltimore Catechism Four</i> . Watch the video for Part IV: The Eucharist.
<b>Week 9: Do This in Remembrance &amp; Baltimore Catechism Four</b>
Day 1: Read Part V, Penance & Reconciliation - Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5: Take the chapter quiz. Check your answers. Read Lesson 6 (pp. 61-72) from <i>Baltimore Catechism Four</i> .
<b>Week 10: Do This in Remembrance &amp; Baltimore Catechism Four</b>
Day 1: Read Part V, Penance & Reconciliation - Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5: Take the chapter quiz. Check your answers. Read Lesson 7 (pp. 73-86) from <i>Baltimore Catechism Four</i> . Watch the video for Part V: Penance & Reconciliation.
<b>Week 11: Do This in Remembrance &amp; Baltimore Catechism Four</b>
Day 1: Read Part VI, Anointing of the Sick - Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.

Day 3-4: Complete the exercises for Chapter 1.
Day 5: Take the chapter quiz. Check your answers. Read Lesson 8 (pp. 87-100) from <i>Baltimore Catechism Four</i> .
<b>Week 12: Do This in Remembrance &amp; Baltimore Catechism Four</b>
Day 1: Read Part VI, Anointing of the Sick - Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5: Take the chapter quiz. Check your answers. Read Lesson 9 (pp. 101-111) from <i>Baltimore Catechism Four</i> . Watch the video for Part VI: Anointing of the Sick.
<b>Week 13: Do This in Remembrance</b>
Day 1: Read Part VII, Holy Orders - Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5: Take the chapter quiz. Check your answers.
<b>Week 14: Do This in Remembrance</b>
Day 1: Read Part VII, Holy Orders - Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5: Take the chapter quiz. Check your answers. Watch the video for Part VII: Holy Orders.
<b>Week 15: Do This in Remembrance</b>
Day 1: Read Part VIII, Holy Matrimony - Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5: Take the chapter quiz. Check your answers.
<b>Week 16: Do This in Remembrance</b>
Day 1: Read Part VIII, Holy Matrimony - Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5: Take the chapter quiz. Check your answers. Watch the video for Part VIII: Holy Matrimony. Read the Appendix: Challenges (pg. 201).

<b>Week 17: Do This in Remembrance (Final Exam)</b>
Day 1-4 Study for the final exam: <i>Do This in Remembrance</i> from <i>Formed in Christ</i> .
Day 5: Take the final exam. Check your answers; make necessary corrections.
<b>Week 18: Formed in Christ: Christ Alive in Us &amp; Baltimore Catechism Four</b>
Day 1: Read Part I introduction of God's Plan and Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5: Take the chapter quiz. Check your answers. Read Lesson 10 (pp. 112-118) from <i>Baltimore Catechism Four</i> .
<b>Week 19: Christ Alive in Us &amp; Baltimore Catechism Four</b>
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5: Take the chapter quiz. Check your answers. Read Lesson 11 (pp. 112-128) from <i>Baltimore Catechism Four</i> .
<b>Week 20: Christ Alive in Us &amp; Baltimore Catechism Four</b>
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5: Take the chapter quiz. Check your answers. Read Lesson 12 (pp. 129-145) from <i>Baltimore Catechism Four</i> .
<b>Week 21: Christ Alive in Us</b>
Day 1: Read Chapter 4. Study key terms and memory verse.
Day 2: Review Chapter 4 and answer review questions.
Day 3-4: Complete the exercises for Chapter 4.
Day 5: Take the chapter quiz. Check your answers. Watch the video for Part I.
<b>Week 22: Christ Alive in Us &amp; Baltimore Catechism Four</b>
Day 1: Read Part II, Chapter 1 - Ten Commandments. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5: Take the chapter quiz. Check your answers. Read Lesson 13 (pp. 146-152) from <i>Baltimore Catechism Four</i> .

<b>Week 23: Christ Alive in Us &amp; Baltimore Catechism Four</b>
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5: Take the chapter quiz. Check your answers. Read Lesson 14 (pp. 153-163) from <i>Baltimore Catechism Four</i> .
<b>Week 24: Christ Alive in Us &amp; Baltimore Catechism Four</b>
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5: Take the chapter quiz. Check your answers. Read Lesson 15 (pp. 164-167) from <i>Baltimore Catechism Four</i> .
<b>Week 25: Christ Alive in Us</b>
Day 1: Read Chapter 4. Study key terms and memory verse.
Day 2: Review Chapter 4 and answer review questions.
Day 3-4: Complete the exercises for Chapter 4.
Day 5: Take the chapter quiz. Check your answers. Watch the video for Part II.
<b>Week 26: Christ Alive in Us &amp; Baltimore Catechism Four</b>
Day 1: Read Part III of God’s Guidance, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5: Take the chapter quiz. Check your answers. Read Lesson 16 (pp. 168-173) from <i>Baltimore Catechism Four</i> .
<b>Week 27: Christ Alive in Us &amp; Baltimore Catechism Four</b>
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5: Take the chapter quiz. Check your answers. Read Lesson 17 (pp. 174-186) from <i>Baltimore Catechism Four</i> .
<b>Week 28: Christ Alive in Us</b>
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.

Day 3-4: Complete the exercises for Chapter 3.
Day 5: Take the chapter quiz. Check your answers. Watch the video for Part III.
<b>Week 29: Christ Alive in Us</b>
Day 1: Read Part IV of <i>The Reality of Sin &amp; Grace</i> , Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5: Take the chapter quiz. Check your answers.
<b>Week 30: Christ Alive in Us</b>
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5: Take the chapter quiz. Check your answers.
<b>Week 31: Christ Alive in Us</b>
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5: Take the chapter quiz. Check your answers.
<b>Week 31: Christ Alive in Us</b>
Day 1: Read Chapter 4. Study key terms and memory verse.
Day 2: Review Chapter 4 and answer review questions.
Day 3-4: Complete the exercises for Chapter 4.
Day 5: Take the chapter quiz. Check your answers. Watch the video for Part IV. Read the Appendix (Challenges). Discuss with a parent.
<b>Week 32: Christ Alive in Us</b>
Day 1-4: Study for the final exam for <i>Christ Alive in Us</i> from <i>Formed in Christ</i> .
Day 5: Take the final exam. Check your answers; make necessary corrections.



## Literature Introduction

Welcome to TAN Academy's one-year Christian Literature course.

Eleven classic works provide a survey of Christian culture and impart important truths in light of our faith. This selection of writings broaden a student's perspective on ideas that shaped history and modern Western Civilization. As you read, the course encourages you to take notice of each author's background, historical time frame, and the particular emphasis on thematic and moral elements, character development, narrative style, and literary devices. Ideal for eleventh grade students, this book list is integrated with eleventh grade World History.

# Course Materials

## Recommended

*Lord of the World* by Msgr. Robert Hugh Benson  
*Diary of a Country Priest* by Georges Bernanos  
*A Man for All Seasons* by Robert Bolt  
*Murder in the Cathedral* by T. S. Eliot  
*The Great Divorce* by C. S. Lewis  
*The Screwtape Letters* by C. S. Lewis  
*A Good Man Is Hard to Find* by Flannery O'Connor  
*The Life You Save May Be Your Own* by Flannery O'Connor  
*Everything That Rises Must Converge* by Flannery O'Connor  
*Good Country People* by Flannery O'Connor  
*Helena* by Evelyn Waugh

## Alternative

*The Path to Rome* by Hilaire Belloc  
*The Ball and the Cross* by G. K. Chesterton  
*The Man Who Was Thursday* by G. K. Chesterton  
*Manalive* by G. K. Chesterton  
*The Power and the Glory* by Graham Greene  
*Phantastes: A Faerie Romance for Men and Women* by George MacDonald  
*Paradise Lost* by John Milton  
*The Hobbit* by J. R. R. Tolkien  
*The Lord of the Rings* by J. R. R. Tolkien  
*Brideshead Revisited* by Evelyn Waugh

## Course Schedule

This course includes a week-by-week assignment schedule for the recommended works. To make the most of this important course, we suggest the following approach:

1. Read daily from the recommended work. Summarize each chapter. When you read unfamiliar or confusing words, write them down with the correct definition.
2. Following a 30-week schedule, the lesson plan dictates a select number of weeks to complete recommended books.
3. After completing each book, the student will write an essay of at least 750 words based on the essay prompt. There will be a total of eight essays for the course. You should plan to complete these essays within one week. Make time to preview the grading rubric, outline your essay, write a rough draft, and edit your draft into its final form before submission. Students should verify examples with citations and practice using a standard citation method (MLA is the preferred format for humanities papers and essays).
4. Instructions for writing and rubrics for grading essays are included in this guide in the Essay Guide and Essay Grading sections
5. TAN Academy recommends a total of eleven classic books, plays, and/or collections of short stories for the year. For advanced readers, we encourage you to read more if your schedule allows. We have provided a list of alternative classic books appropriate for this literature track. We have not provided essay prompts for these; however, you may consider using our rubric to write an essay analyzing one literary aspect (novel's theme, motif, symbolism, plot, character, or other important aspect).
6. The following schedule may be altered for flexibility to encourage additional reading of supplemental books from this literature track.

### Lord of the World: Background

Though written in the early 1900s, Robert Benson's portrayal of a dystopian society is a must-read for Catholic students today. The stage is set when the culture embraces materialistic humanism through the anti-Christ, celebrating man instead of God. The protagonist in this novel, Fr. Percy Franklin, struggles against the tide of those who unquestionably support the wave of an anti-life worldview. In an end-of-the-world scenario, the antagonist—a mysterious American

with much sway over the populous—battles against the few remaining loyal Catholics who show much strength against all odds because of their deep faith in Jesus Christ.

<b>Week 1: Lord of the World</b>
Day 1: Read the Preface and Prologue. Summarize in your notebook.
Day 2: Read from Book I: The Advent, Chapter I. Summarize in your notebook.
Day 3: Read Chapter II. Summarize in your notebook.
Day 4: Read Chapter III. Summarize in your notebook.
Day 5: Read Chapter IV. Summarize in your notebook.
<b>Week 2: Lord of the World</b>
Day 1: Read Chapter V. Summarize in your notebook.
Day 2: Read from Book II: The Encounter, Chapter I. Summarize in your notebook.
Day 3: Read Chapter II. Summarize in your notebook.
Day 4: Read Chapter III. Summarize in your notebook.
Day 5: Read Chapter IV. Summarize in your notebook.
<b>Week 3: Lord of the World</b>
Day 1: Read Chapter V. Summarize in your notebook.
Day 2: Read Chapter VI. Summarize in your notebook.
Day 3: Read Chapter VII. Summarize in your notebook.
Day 4: Read Chapter VIII. Summarize in your notebook.
Day 5: Read from Book III: The Victory, Chapter I. Summarize in your notebook.
<b>Week 4: Lord of the World</b>
Day 1: Read Chapter II. Summarize in your notebook.
Day 2: Read Chapter III. Summarize in your notebook.
Day 3: Read Chapter IV. Summarize in your notebook.
Day 4: Read Chapter V. Summarize in your notebook.
Day 5: Read Chapter VI. Summarize in your notebook.
<b>Week 5: Lord of the World</b>
Day 1: Review your summaries. Review the rubrics in the essay guide for writing a solid essay from the prompt. Select a writing prompt to complete this week (use the prompt below or one of the generic prompts from the essay guide).
Day 2: Outline your essay (we suggest aiming for 300-500 words). Find 2-3 examples (direct quotes) to cite for references in each paragraph.
Day 3: Write the rough draft based on your outline.
Day 4: Review your essay using the rubrics and make improvements. If you have access to Institute for Excellence in Writing (IEW) materials, we recommend using “dress-ups” from that program to improve your style.
Day 5: Turn in the assignment. Locate the next recommended book in preparation for reading next week.

### Lord of the World: Essay Prompt

The world is filled with good things, and there are many aspirations one can have which are also good, but without God and the Church, these things are empty. *Lord of the World* by Robert Hugh Benson is a dystopian novel describing a world that has become increasingly secular and tries to abandon and eventually exterminate the Church. How does Benson demonstrate the emptiness, and even evil, of a world that abandons the Church in favor of secularism?

### A Man for All Seasons: Background

British teacher and writer Robert Bolt earned recognition for adapting literature to screenplays and films. His play, *A Man for All Seasons*, won numerous awards when it debuted in 1960. The plot focuses on the conflict of Church and state in London in the mid-1500s during the reign of King Henry VIII. As the king's close friend and advisor, Thomas More staunchly defends the Catholic faith in opposition to an oath of supremacy. His refusal causes imprisonment and execution. The play's narrator, Common Man, presents the reader with moral struggles in light of Christian identity and conscience—a consideration for all seasons in our lives.

<b>Week 6: A Man for All Seasons</b>
Day 1: Read the Preface. Study the characters and setting. Summarize in your notebook.
Day 2: Read Act One, Scene One. Summarize in your notebook.
Day 3: Read Act One, Scene Two. Summarize in your notebook.
Day 4: Read Act One, Scene Three. Summarize in your notebook.
Day 5: Read Act One, Scene Four. Summarize in your notebook.
<b>Week 7: A Man for All Seasons</b>
Day 1: Read Act One, Scene Five. Summarize in your notebook.
Day 2: Read Act One, Scene Six. Summarize in your notebook.
Day 3: Read Act One, Scene Seven. Summarize in your notebook.
Day 4: Read Act One, Scene Eight. Summarize in your notebook.
Day 5: Read Act Two, Scene One. Summarize in your notebook.
<b>Week 8: A Man for All Seasons</b>
Day 1: Read Act Two, Scene Two. Summarize in your notebook.
Day 2: Read Act Two, Scene Three. Summarize in your notebook.
Day 3: Read Act Two, Scene Four. Summarize in your notebook.
Day 4: Read Act Two, Scene Five. Summarize in your notebook.
Day 5: Read Act Two, Scene Six. Summarize in your notebook.

<b>Week 9: A Man for All Seasons</b>
Day 1: Read Act Two, Scene Seven. Summarize in your notebook.
Day 2: Read Act Two, Scene Eight. Summarize in your notebook.
Day 3: Read Act Two, Scene Nine. Summarize in your notebook.
Day 4: Read Act Two, Scene Ten. Summarize in your notebook.
<b>Week 10: A Man for All Seasons</b>
Day 1: Review your summaries. Review the rubrics in the essay guide for writing a solid essay from the prompt. Select a writing prompt to complete this week (use the prompt below or one of the generic prompts from the essay guide).
Day 2: Outline your essay (we suggest aiming for 300-500 words). Find 2-3 examples (direct quotes) to cite for references in each paragraph.
Day 3: Write the rough draft based on your outline.
Day 4: Review your essay using the rubrics and make improvements. If you have access to IEW materials, we recommend using “dress-ups” from that program to improve your style.
Day 5: Turn in the assignment. Locate the next recommended book in preparation for reading next week.

### **A Man for All Seasons: Essay Prompt**

The tension that arises when Church and state clash is the central conflict of *A Man for All Seasons* by Robert Bolt. The play is set during the reign of King Henry VIII when Henry VIII feels that to produce an heir, he must defy the Church teaching on marriage, ultimately making himself the head of his own church. St. Thomas Moore finds himself in the center of the conflict and must discern what duties he owes to his country and what duties he owes to God. In the final dramatic scene, Thomas Moore reveals his perspective and to what degree he owes allegiance to each. His last words are: “I die his Majesty’s good servant, but God’s first.” What do these words mean and how does Thomas Moore’s actions throughout the play illustrate this position?

### **Murder in the Cathedral: Background**

Written in the 1930s, this acclaimed morality play sets the stage for the murder of Canterbury’s archbishop, Thomas Becket, in 1170 during the reign of King Henry II in England. This influential work by T. S. Eliot, renowned as a poet, playwright, and critic of the twentieth century, highlights the seriousness of political and religious conflict. Through poetic verse, readers experience the reality of temptation but find inspiration in a faithful man of the cloth whose resolute convictions will forever be remembered.

<b>Week 11: Murder in the Cathedral</b>
Day 1-Day 5: Read the Introduction. Study the characters and setting. Summarize in your notebook. Read Part I. Summarize in your notebook.
<b>Week 12: Murder in the Cathedral</b>
Day 1-Day 5: Read the Interlude and Part II. Summarize in your notebook.
<b>Week 13: Murder in the Cathedral</b>
Day 1: Review your summaries. Review the rubrics in the essay guide for writing a solid essay from the prompt. Select a writing prompt to complete this week (use the prompt below or one of the generic prompts from the essay guide).
Day 2: Outline your essay (we suggest aiming for 300-500 words). Find 2-3 examples (direct quotes) to cite for references in each paragraph.
Day 3: Write the rough draft based on your outline.
Day 4: Review your essay using the rubrics and make improvements. If you have access to IEW materials, we recommend using “dress-ups” from that program to improve your style.
Day 5: Turn in the assignment. Locate the next recommended book in preparation for reading next week.

### **Murder in the Cathedral: Essay Prompt**

T. S. Elliot’s dramatic play *Murder in the Cathedral* embellishes the story of St. Thomas Beckett’s death by including a set of imagined temptations sent to turn him away from his holy martyrdom or desanctify his intentions. There are four temptations in total, with the fourth being the greatest of them. What is the fourth temptation of Thomas Becket, how does Becket overcome it, and what can we learn from it?

## The Great Divorce: Background

As a devout Christian, C. S. Lewis was a prolific British writer using allegory to express his faith. *The Great Divorce* is written as an allegory, a dream-like tale about the journey of the main character who travels between purgatory and heaven. He stands in line at the bus station and arrives at the beautiful countryside and, with the help of a guide, learns about Christianity, heaven, and hell.

<b>Week 14: The Great Divorce</b>
Day 1: Read Chapter 1. Summarize in your notebook.
Day 2: Read Chapter 2. Summarize in your notebook.
Day 3: Read Chapter 3. Summarize in your notebook.
Day 4: Read Chapter 4. Summarize in your notebook.
Day 5: Read Chapter 5. Summarize in your notebook.
<b>Week 15: The Great Divorce</b>
Day 1: Read Chapter 6. Summarize in your notebook.
Day 2: Read Chapter 7. Summarize in your notebook.
Day 3: Read Chapter 8. Summarize in your notebook.
Day 4: Read Chapter 9. Summarize in your notebook.
Day 5: Read Chapter 10. Summarize in your notebook.
<b>Week 16: The Great Divorce</b>
Day 1: Read Chapter 11. Summarize in your notebook.
Day 2: Read Chapter 12. Summarize in your notebook.
Day 3: Read Chapter 13. Summarize in your notebook.
Day 4: Read Chapter 14. Summarize in your notebook.
<b>Week 17: The Great Divorce</b>
Day 1: Review your summaries. Review the rubrics in the essay guide for writing a solid essay from the prompt. Select a writing prompt to complete this week (use the prompt below or one of the generic prompts from the essay guide).
Day 2: Outline your essay (we suggest aiming for 300-500 words). Find 2-3 examples (direct quotes) to cite for references in each paragraph.
Day 3: Write the rough draft based on your outline.
Day 4: Review your essay using the rubrics and make improvements. If you have access to IEW materials, we recommend using “dress-ups” from that program to improve your style.
Day 5: Turn in the assignment. Locate the next recommended book in preparation for reading next week.



### The Great Divorce: Essay Prompt

C. S. Lewis's *The Great Divorce* features Lewis himself as the narrator and protagonist. In the story, Lewis is dead and rides a bus with a group of souls to a valley which leads to heaven. It is difficult and requires a guide to travel up the valley to heaven. In order to continue their journey to heaven, the souls must overcome their vices, and many fail and turn back. Choose one of the souls who the narrator sees in the Valley, explain their particular sin or vice, how C. S. Lewis illustrates this, how it prevents the soul from going to heaven, and how that same sin can manifest itself in our own lives.

### The Screwtape Letters: Background

One of C. S. Lewis's most famous novels, *Screwtape Letters* is a Christian apologetic satire. Readers are introduced to a seasoned devil, Screwtape, who gives advice to Wormwood, his nephew, on how to tempt "the Patient" into sin. A comic but deadly serious work, the letters of Screwtape expose the many influences, both holy and evil, present in our own lives.

<b>Week 18: The Screwtape Letters</b>
Day 1: Read Chapter 1-3. Summarize in your notebook.
Day 2: Read Chapter 4-6. Summarize in your notebook. Day 3: Read Chapter 7-9. Summarize in your notebook.
Day 4: Read Chapter 10-12. Summarize in your notebook.
Day 5: Read Chapter 13-15. Summarize in your notebook.
<b>Week 19: The Screwtape Letters</b>
Day 1: Read Chapter 16-18. Summarize in your notebook.
Day 2: Read Chapter 19-21. Summarize in your notebook.
Day 3: Read Chapter 22-24. Summarize in your notebook.
Day 4: Read Chapter 25-27. Summarize in your notebook.
Day 5: Read Chapter 28-31. Summarize in your notebook.
<b>Week 20: The Screwtape Letters</b>
Day 1: Review your summaries. Review the rubrics in the essay guide for writing a solid essay from the prompt. Select a writing prompt to complete this week (use the prompt below or one of the generic prompts from the essay guide).
Day 2: Outline your essay (we suggest aiming for 300-500 words). Find 2-3 examples (direct quotes) to cite for references in each paragraph.
Day 3: Write the rough draft based on your outline.
Day 4: Review your essay using the rubrics and make improvements. If you have access to IEW materials, we recommend using "dress-ups" from that program to improve your style.
Day 5: Turn in the assignment. Locate the next recommended book in preparation for reading next week.

### The Screwtape Letters: Essay Prompt

C. S. Lewis's *The Screwtape Letters* is a fairly unique piece of literature. Show how the devil, as portrayed by Lewis, uses events or situations in a person's life to tempt him to sin. Be sure to give examples of events or situations in the Patient's life and how the tempters plan to use those events to his destruction. What hope does the Patient have of resisting them? Where do you find your hope?

### Helena: Background

Acclaimed writer Evelyn Waugh presents a character study of Emperor Constantine's mother in this literary gem. Married to the Roman Emperor Constantius, she is a seeker of truth and eventually converts to Christianity. Waugh's historical tale follows Helena's crusade to find the relics of Christ—namely, his holy cross in the Holy Lands.

<b>Week 21: Helena</b>
Day 1: Read the Preface. Summarize in your notebook.
Day 2: Read Chapter 1. Summarize in your notebook.
Day 3: Read Chapter 2. Summarize in your notebook.
Day 4: Read Chapter 3. Summarize in your notebook.
Day 5: Read Chapter 4. Summarize in your notebook.
<b>Week 22: Helena</b>
Day 1: Read Chapter 5. Summarize in your notebook.
Day 2: Read Chapter 6. Summarize in your notebook.
Day 3: Read Chapter 7. Summarize in your notebook.
Day 4: Read Chapter 8. Summarize in your notebook.
Day 5: Read Chapter 9. Summarize in your notebook.
<b>Week 23: Helena</b>
Day 1: Read Chapter 10. Summarize in your notebook.
Day 2: Read Chapter 11. Summarize in your notebook.
Day 3: Read Chapter 12. Summarize in your notebook.
<b>Week 24: Helena</b>
Day 1: Review your summaries. Review the rubrics in the essay guide for writing a solid essay from the prompt. Select a writing prompt to complete this week (use the prompt below or one of the generic prompts from the essay guide).
Day 2: Outline your essay (we suggest aiming for 300-500 words). Find 2-3 examples (direct quotes) to cite for references in each paragraph.
Day 3: Write the rough draft based on your outline.
Day 4: Review your essay using the rubrics and make improvements. If you have access to IEW materials, we recommend using "dress-ups" from that program to improve your style.
Day 5: Turn in the assignment. Locate the next recommended book in preparation for reading next week.

### Helena: Essay Prompt

Among academics and among Catholics, there is a danger to love knowledge and learning for its own sake. There is a tendency to allow faith to become an intellectual pursuit, forgetting that Christianity is founded on a real person who endured real pain and suffering for us on the cross. How does Evelyn Waugh’s novel *Helena* demonstrate the reality of the faith and the need for recalling its tangible truths?

### The Diary of a Country Priest: Background

Award-winning author George Bernanos writes in a first-person narrative of the triumphs and sufferings of an inexperienced priest in a small rural French village. The unwell priest remains faithful to God in service to his parishioners at Ambricourt, regardless of whether or not he is treated as well as he should be. Bernanos reflects the attitudes of France during the 1930s: secularism, worldliness, and complacency. Yet this timeless novel offers inspiration to the reader. One can find grace everywhere—even in suffering unto death—as God continuously works through every human life.

<b>Week 25: The Diary of a Country Priest</b>
Day 1: Read Chapter 1. Summarize in your notebook.
Day 2: Read Chapter 2. Summarize in your notebook.
Day 3: Read Chapter 3. Summarize in your notebook.
Day 4: Read Chapter 4. Summarize in your notebook.
Day 5: Read Chapter 5. Summarize in your notebook.
<b>Week 26: The Diary of a Country Priest</b>
Day 1: Read Chapter 6. Summarize in your notebook.
Day 2: Read Chapter 7. Summarize in your notebook.
Day 3: Read Chapter 8. Summarize in your notebook.
<b>Week 27: The Diary of a Country Priest</b>
Day 1: Review your summaries. Review the rubrics in the essay guide for writing a solid essay from the prompt. Select a writing prompt to complete this week (use the prompt below or one of the generic prompts from the essay guide).
Day 2: Outline your essay (we suggest aiming for 300-500 words). Find 2-3 examples (direct quotes) to cite for references in each paragraph.
Day 3: Write the rough draft based on your outline.
Day 4: Review your essay using the rubrics and make improvements. If you have access to IEW materials, we recommend using “dress-ups” from that program to improve your style.
Day 5: Turn in the assignment. Locate the next recommended book in preparation for reading next week.

### The Diary of a Country Priest: Essay Prompt

George Bernanos’s acclaimed work of fiction illustrates the injustices and hardships of life. The beauty of the story surrounds the main character while he faces trials and tribulations as the village’s inexperienced and unworldly priest. The true triumph of life is how a person responds to and overcomes difficult situations through faith and strength from God. What hardships has the main character encountered and how has he overcome them?

### Short Stories by Flannery O’Connor: Background

Considered one of the best American short story writers of the twentieth century, Flannery O’Connor’s work uses themes of religion and Southern American culture. Although many of her celebrated short stories may seem dark and morose, she grapples with fundamental questions of divine grace, salvation, and forgiveness. This reading schedule examines four short stories, including “A Good Man is Hard to Find,” “Good Country People,” “The Life You Save May Be Your Own,” and “Everything That Rises Must Converge.” Her ability to write Southern Gothic literature from a faithful Catholic lens inspires questions about the power of redemption.

<b>Week 28: Flannery O’Connor Short Stories</b>
Day 1: Read the short story, “A Good Man is Hard to Find.” Summarize in your notebook.
Day 2: Re-read the short story. Add additional notes and insights in your notebook.
Day 3: Read the short story, “Good Country People.” Summarize in your notebook.
Day 4: Re-read the short story. Add additional notes and insights in your notebook.
<b>Week 29: Flannery O’Connor Short Stories</b>
Day 1: Read the short story, “The Life You Save May Be Your Own.” Summarize in your notebook.
Day 2: Re-read the short story. Add additional notes and insights in your notebook.
Day 3: Read the short story, “Everything That Rises Must Converge.” Summarize in your notebook.
Day 4: Re-read the short story. Add additional notes and insights in your notebook.
<b>Week 30: Flannery O’Connor Short Stories</b>
Day 1: Review your summaries. Review the rubrics in the essay guide for writing a solid essay from the prompt. Select a writing prompt to complete this week (use the prompt below or one of the generic prompts from the essay guide).
Day 2: Outline your essay (we suggest aiming for 300-500 words). Find 2-3 examples (direct quotes) to cite for references in each paragraph.
Day 3: Write the rough draft based on your outline.
Day 4: Review your essay using the rubrics and make improvements. If you have access to IEW materials, we recommend using “dress-ups” from that program to improve your style.
Day 5: Turn in the assignment. Locate the next recommended book in preparation for reading next week.

### **Flannery O'Connor Short Stories: Essay Prompt**

Flannery O'Connor has a reputation for violent and shocking stories. What may seem senseless, however, is actually O'Connor's genius; that is, her writings delve into greater meaning. After reading her recommended stories, explain Flannery O'Connor's purpose in using shocking moments of violence, physical or otherwise. Use specific examples in the texts to support your point.

# Essay Guide

## Essays

The student will write eight essays for our Christian Literature course. Each essay should be approximately 750 words long. We provide essay prompts for the recommended books the student will read. The student should write an essay in response to the specific prompt found in the lesson plan; however, the student may also choose to write from one of four generic prompts found below. If a student selects a book from the alternative book list, please refer to our generic essay prompts for consideration.

### Generic Essay Prompts for Alternative Reading Options

The following generic essay prompts may be used for our list of alternative reading options or for the recommended literature if preferred.

Essay Prompt 1: A good story shows character development. It will highlight full character arcs of the primary characters or at least the protagonist. How has the book's protagonist, or even one of the primary cast, changed throughout the course of the book's narrative?

Essay Prompt 2: Almost every story has themes. They run beneath the surface giving meaning to the text and to our lives with their subtext. What is one of the primary themes of the story, how has the author demonstrated it, and what conclusion does it offer?

Essay Prompt 3: Many stories have subtle style elements which contribute to the story. These style elements include specific types of prose, tone, illusion, metaphor, imagery, or allegory. Please explain how the author's use of one of these elements has heightened the story. Explain which part of the book highlights literary elements citing specific instances in the book and tell how it elevates the story.

Essay Prompt 4: Many stories are written to demonstrate or contain a moral lesson or warning to the reader. Authors can subtly show such lessons through illustrations of virtues or vices that characters experience. Sometimes authors use symbolism, metaphor, allegory, satire, or overt dialogue and events to express intended moral lessons. Write how moral themes or lessons were expressed in the book and what you think the author's purpose was in enveloping lessons or warning in the narrative.

## Content Guide for Recommended Essay Prompts

### Lord of the World

How does the book demonstrate the emptiness, and even evil, of a world that abandons the Church in favor of secularism?

Textual evidence:

1. Julian Felsenburg is mesmerizing to listen to, which should be good, but yet he is frightening.
2. War is eradicated, but people are killed anyways, just no longer in war but by the regime.
3. The prime minister's wife is horrified by the killings, but because she cannot find faith, she allows herself to be publicly euthanized.
4. Some Catholics plot to destroy the regime.
5. By the end of the book, the government has destroyed Rome and the Holy Land and killed the pope and the main character.
6. The last lines of the book are: "Then this world passed, and the glory of it."

Possible conclusions or insights:

1. The world has many ideas which are good, like the end to war, but without God, these things are empty and devolve into greater evils, like mass murders.
2. The secular world hates the Church because the Church acts as a conscience to remind the world of its sins.
3. Good, if achieved by evil means, becomes itself evil or leads to it. The Catholics who tried to kill to stop the evil government and the government which tries to end war by murder both result in evil.
4. The last lines of the book show that without the Church, the glory of the world, and even the world itself, cannot continue to exist in a vacuum of religion. It will suffer a physical end on account of corruption, and if not that, then in the very least a spiritual end.

### **A Man for All Seasons**

Thomas Moore's final words in *A Man for All Seasons* are: "I die his Majesty's good servant, but God's first." What do these words mean and how does Thomas Moore's actions throughout the play illustrate his position?

Textual evidence:

1. Moore is good friends with the king and gives him advice.
2. For most of the play, Moore will not speak against the king.
3. Moore refuses to attend the wedding.
4. Moore would rather die than disobey God.
5. Moore receives his sentence and denounces the king because it is not in accordance with God's will.

Possible conclusions or insights:

1. Give to Caesar what is Caesar's.
2. Obey positive human law perfectly unless it is in conflict with God's law.

### **Murder in the Cathedral**

What is the fourth temptation of Thomas Becket in *Murder in the Cathedral*, how does Becket overcome it, and what can we learn from it?

Textual evidence:

1. The fourth temptation is to become a martyr and gain glory and power from it.
2. Becket says this is the greatest temptation: "to do the right deed for the wrong reason."
3. Becket realizes he must do what is right because it is God's will.

Possible conclusions or insights:

1. We must be careful of our motives even when doing something right.
2. Even a good deed can be sinful if done for the wrong reasons.
3. Pride is dangerous because it can corrupt even good actions.



### **The Great Divorce**

Choose one of the souls who the narrator sees in the Valley. Explain that soul's particular sin or vice, how C. S. Lewis illustrates this, how it prevents the soul from going to heaven, and how that same sin can manifest itself in our own lives.

Textual support:

1. Len, who does not want to love.
2. The one who wants to make money by stealing apples to sell in the grey town.
3. The Hard-Bitten Ghost, who does not want to be subjected by whoever is ruling the valley.
4. The artist, who will not go because he cannot give up on his art.
5. The man with the lizard that turns into a horse and carries him to heaven.
6. Pam, who would not love anyone else because she loved her child so much.
7. Frank, who attempts to manipulate Sarah Smith's goodness for his own ends.

Possible conclusions or insights:

1. Len - no love can keep us from God.
2. Hard-Bitten Ghost - fear can keep us from God.
3. Artist - vanity can keep us from God.
4. Man with lizards - lust can keep us from God.
5. Pam - possessiveness and lack of love of neighbor can keep us from God.
6. Frank - self pity can keep us from God.

### The Screwtape Letters

Show how the devil uses events or situations in a person's life to tempt him to sin. Be sure to give examples from *The Screwtape Letters* of events or situations in the patients' life and how the tempters plan to use those events.

Textual evidence:

1. The patient's mother is annoying.
2. Normal worldly temptations like excessive drinking.
3. The patient is drafted into WWII.
4. The patient's friends who are cynical and worldly.
5. The patient is intelligent and enjoys his smart friends.
6. The women in the patient's neighborhood.
7. The bombings during the war.
8. The patient's fear for his life.

Possible conclusions or insights:

1. The devil uses the events and situations in our daily lives to tempt us.
2. The devil can suggest certain responses to events that could be a slippery slope into evil deeds or rejection of God.
3. Dangerous sins are not necessarily big one time actions like murder; they can be constant small actions which, over time, lead to the same ultimate degradation of the soul.
4. Even good things for the wrong reason can lead us to sin.

### Helena

How does the novel *Helena* by Evelyn Waugh demonstrate the reality of the faith and the need for recalling its tangible truths?

Textual evidence:

1. The characters Helena interacts with are often very intellectual and snobbish.

2. Helena in the early novel likes philosophical and metaphysical things instead of tangible and practical questions.
3. Religion is a game of words and used for political maneuvers.
4. Helena in the streets of Rome feels kinship to the actual people of the Church, like a lawyer and a man grilling sausages.
5. Helena looks for and finds physical evidence of the suffering of Christ and the truths of Catholicism by finding the true cross.

Possible conclusions or insights:

1. Waugh uses his title character to demonstrate the need to remind ourselves that faith and Christianity is a visceral and real thing born from the blood of Christ and not some formless ideals of love.
2. Many characters demonstrate a modern tendency to disembody and unintentionally sap the life out of reality by forcing it into a purely cognitive realm. Waugh demonstrates his distaste for this tendency, especially in the Church, by making characters who are overly intellectual distasteful to the reader. The protagonist, Helena, however, is practical and appealing to readers.
3. There is a danger that if you become too focused on philosophic questions, you will lose the initiative to take action to be a better person and partake in the work of Christ and his Church.
4. Helena's quest for the cross, just like the Eucharist, reminds us that Christ wants to be present to us both spiritually and physically.

### **Diary of a Country Priest**

In *A Diary of a Country Priest* what hardships has the main character encountered, and how has he overcome them?

Textual evidence:

1. The main character endures being tricked by a grocer and a member of the community committing suicide.
2. There is a little girl in his catechism class who loves to embarrass the priest.
3. A young woman, Chantal, spreads rumors that the priest is partly to blame for the death of her mother.

1. In the end, the priest gets stomach cancer and dies.
2. Despite the people treating him poorly, he is still faithful to serving the parish.
3. He makes peace with the girl who torments him and with Chantal.
4. In the end, when no priest can be found to give him last rites, the main character says, “Does it matter? Grace is everywhere.”

Possible conclusions or insights:

1. The priest is upright in all his ways. He had hope for a good parish, but even when the people of the parish challenged him and made his life hard, he still continued to do his best to love and to serve God and neighbor.
2. The best response to the trials of life is to continue in faithfulness to God, who will always be there. The priest always turns to God and serves even through hardship.
3. The last words of the priest, “grace is everywhere,” show that he understands that even the difficulties of life are opportunities for grace and that as long as there is faith and a willingness to suffer for our Lord, there is hope for grace to endure the challenges of life.

### **Short Stories by Flannery O’Connor**

Explain Flannery O’Connor’s purpose in using shocking moments of violence, physical or otherwise. Use specific examples in the texts to support your point.

Textual evidence:

1. The misfit kills everyone in “A Good Man is Hard to Find.”
2. At the end of “A Good Man is Hard to Find,” the grandma reaches out to comfort the Misfit but is shot.
3. In “The Life You Save Might Be Your Own,” Mr. Shiftlet leaves the daughter Lucynell, who he just married, at a restaurant after she fell asleep.
4. In “The Life You Save Might Be Your Own,” Mr. Shiftlet offers a ride to a boy who argues with him and then jumps out of the car.
5. In “Everything that Rises Must Converge,” the mother has a stroke.

6. In “Good Country People,” the salesman steals Joy/Hulga’s prosthetic leg.

Possible conclusions or insights:

1. To realize just how frail life can be and happiness difficult to come by.
2. Violence can lead to moments of grace, like the death of our Lord.
3. We must see how much we need God’s grace in our lives and receive it.
4. It is vital to keep our souls ready for the unexpected moments of violence or even death.

### Example Essay

Example essay prompt: Please explain how *The Little Prince* by Antoine de Saint Exupery illustrates the modern world’s need for innocence and simplicity.

*The Little Prince* by Antoine de Saint Exupery is a beautiful children’s story which is filled with the simple wisdom of innocence in a world mired by modern machines and thinking. The story often resembles a satire in its criticisms of the modern world. However, it lacks the bitterness and anger of a true satire. Instead, there is a powerful sadness pervading the novel. Through the narrator of the story and his interactions with the Little Prince, and the stories the Little Prince tells, the reader is informed about the blindness of the modern world, the power of finding happiness in simple things, and a reflection on what is most essential. These reflections by the author and the title character share one theme: there is a great need for innocence and simplicity.

According to the narrator, there is a profound lack of depth in the modern world and true understanding, which only comes with childlike innocence. Early in the book, the author explains that if a child made a new friend and mentioned it to adults, the adults would become preoccupied with questions about figures. The narrator states, “Grown-ups love figures. When you tell them that you have a new friend, they never ask you questions about essential matters” (16). Adults are blind to important things. Only a child would know to be interested in things that matter: “What does his voice sound like, what games does he love best, does he collect butterflies?” (16). These questions would illuminate the personality of the person. Children could make a flourishing friendship with their questions, whereas adults are blinded by the modern world and its utilitarian fascination with figures and facts. Only children can see what is truly valuable on account of their innocence and because they have not yet lost themselves in the world.

Because children have not lost their innocence to the world, they can enjoy the simple pleasures therein. The Little Prince relates to the narrator one time he encountered a salesman who sold pills that would remove the need to drink water. The salesman explained that one could save approximately fifty-three minutes every week. The Little Prince responds, “If I had fifty-three minutes to spend as I liked, I should walk at my leisure towards a spring of fresh water” (90). The Little Prince understands the value of enjoying simple pleasures like getting a drink of water. The salesman, on the other hand, has lost touch with the simple pleasures of life as he is concerned with figures as illustrated by his exact number. He is not alone in his fascination with numbers and precise calculations either. Similar fascination appears from characters found throughout the narrative, such as the business man on the fourth planet (52). In all the bustle of hectic adult life, most would seize an opportunity to make things more efficient and save time at the expense of a little simple pleasure like taking a walk. Only children know that is not what is essential. They understand in their simplicity the beauty of getting a glass of water.

Children understand what is essential and cannot be seen or calculated. The Little Prince informs the narrator of a great piece of wisdom he was once told. A secret to the modern world, he says this: “It is only with the heart that one can see rightly; what is essential is invisible to the eye . . . men have forgotten this truth” (87). The most important things in our lives are those we cannot see: love, virtue, values, and innocence. A child is not blinded by all the figures, facts, and concerns which make men forget this truth. Children, because of their innocence, can still see what is essential, still make true friends, ask the right questions, and enjoy a drink of water.

*The Little Prince* is about an innocent child who can enjoy the beauties of life, and through the child’s words, and the commentary of the narrator, there also is a cautionary message told about the modern world. One of the great tragedies of the modern world is that as people age, they are drawn away from innocence and the wisdom of simplicity. They are seduced by efficiency, productivity, and other quantitative things. As children, or grown-ups, we must seek out our inner wonder and hopefully upon discovering it we can also find the wisdom of simplicity. We must recall what is essential and balance business with living life to its fullest, and sometimes that means taking a step back to enjoy a moment away from noise and numbers.

## Essay Grading

For this course, we provide two rubrics to help assign a grade to a written essay. Choose from the simple rubric or the expanded version. While both offer the same criteria and points, the expanded rubric provides more details for extra grading guidance.

If you read a book from the recommended book list for this course, we provide a specific reading prompt in the course schedule of the lesson plan. We have included content guides to help grade the essay properly. For each specific essay prompt, we offer textual evidence and possible conclusions or insights for the essays. It must be noted, however, on account of the nature of literary analysis, the student may or may not draw these same conclusions or use these specific points of evidence. The important element is not so much their conclusion, but the quality of the evidence they bring to bear defending their chosen position.

### Simple Rubric

**How to use:** This rubric is simple and straightforward and ideal for those familiar with grading essays. This guide offers the three elements of a good essay: organization, content, and clarity. The main components and point values are located in the middle column. We recommend reading the essay and then assigning point values from the middle column. Tally up the totals of each category for the right column. Add the points in the right column to score the essay based on 100 points.

Category	Description and point allotment	Points earned
Organization	<p><b>Thesis</b> - there is a thesis statement providing the main argument of the essay (5 points)</p> <p><b>Body</b> - there are at least three primary points of evidence with analysis, each is a full paragraph (15 points)</p>	__ / 20
Content	<p><b>Textual evidence</b> - there are quotes from the text being examined, or descriptions of evidence (30 points)</p> <p><b>Analysis</b> - the quotes are explained and an argument as to why they support the thesis is made (30 points)</p>	__ / 60
Clarity	<p><b>Paragraph unity</b> - every paragraph has a main idea, expressed as a topic sentence, which is maintained through the whole paragraph (5 points)</p> <p><b>Topical unity</b> - the entire paper stays on topic and addressed the thesis (5 points)</p> <p><b>Transitions</b> - the transitions between sentences is smooth as well as between paragraphs (2 points)</p> <p><b>Spelling and grammar</b> - every sentence is a full sentence, names are properly capitalized, there are no tense issues, etc. (8 points)</p>	__ / 20
Total Points Earned: ____ / 100		

## Expanded Rubric

**How to use:** This expanded rubric is essentially the same as the simple rubric, only with more detail. It is ideal for those who prefer to grade essays with components broken down even more. The left column lists each component of the essay, while the next column offers the description of each component with allotted points. Additional columns detail which elements of the essay are done well or poorly. The far right column provides the placement of points the student earned for each component of their essay. Add all the points to determine the student's score based on a total of hundred points.

Category	Description and point allotment	Good	Poor	Points earned
<b>Thesis</b>	There is a thesis statement providing the main argument of the essay. <b>(5 points)</b>	The thesis is clear, fully explains the argument, and takes a position.	The thesis is unclear, fails to relay the whole argument, and does not take a stance.	-- /5
<b>Body</b>	There are at least three paragraphs outlining the primary points of the argument. <b>(15 points)</b>	Each paragraph, three body paragraphs in total, takes an idea, illustrates it in a topic sentence, expands upon it with evidence and explanation, then concludes with how it supports the thesis.	The paragraphs do not explore the main topic well. The writer goes on tangents or provides unrelated information, and they do not support the thesis statement. Fundamentally, they do not articulate their arguments clearly.	-- /15
<b>Textual evidence</b>	There are quotes from the text being examined, or descriptions of evidence. <b>(30 points)</b>	The quotes are correctly taken from the text and are in their proper context. The events, character descriptions, or other details are accurately depicted. Ideally, there is at least one piece of evidence supporting each part of the argument made in the essay: one per paragraph.	The quotes are out of context. Details from the story are poorly articulated, or key information ignored to make the information suggest something that it does not support.	-- /30
<b>Analysis</b>	The quotes, or other details, are explained and an argument as to why they support the thesis is made. <b>(30 points)</b>	The quote, or detail, is restated. Then the important and relevant characteristic is noted. Afterwards, that piece of information is analyzed. Finally, an argument as to why this information supports the thesis is made.	The quote, or detail, is left without an interpretation. Or a conclusion is drawn from the evidence without showing the rationale behind the conclusion.	-- /30



Category	Description and point allotment	Good	Poor	Points earned
<b>Paragraph Unity</b>	Every paragraph has a main idea, expressed as a topic sentence, which is maintained through the whole paragraph. <b>(5 points)</b>	Every paragraph is at least five sentences long. The paragraph has a topic sentence. Every other sentence in the paragraph relates to the topic sentence. The ideas progress from sentence to sentence, expanding as it goes until the paragraph is concluded.	There is no clear point to the paragraph. It has unrelated sentences. It lacks a topic sentence. The main idea does not progress.	__ /5
<b>Topical Unity</b>	The entire paper stays on topic and addressed the thesis. <b>(5 points)</b>	Every paragraph in the essay relates to the thesis and supports the argument it makes. With the progression of the essay, the position is made clear, then it is supported with evidence and analysis, and finally it is concluded and inferences and insights are drawn.	There are multiple ideas which are not related back to the thesis. There could be a tangent of an idea which adds nothing to the overall scheme of the essay. Ideas or details from the text are explored which are not relevant.	__ /5
<b>Transitions</b>	The transitions between sentences is smooth as well as between paragraphs. <b>(2 points)</b>	Between sentences, the ideas are easy to follow and the flow makes sense. Between paragraphs, the move from one main idea to another is logical. This is often performed by having the last sentence of one paragraph and the start of the next share terms and a similar or related idea and why those two ideas are related.	Sentences are disjointed. The point of one sentence does not appear relevant to the next. Paragraphs are jarring in how much they shift from one idea to the next idea, usually with no explanation why the two are linked.	__ /2
<b>Spelling and Grammar</b>	Every sentence is a full sentence, names are properly capitalized, there are no tense issues, etc. <b>(8 points)</b>	Each sentence starts with a capital letter and the proper nouns are also capitalized. Every sentence has subject-verb agreement as well as tense agreement across the whole essay. There are no run-on or fragment sentences. Every punctuation is correctly used, and there are no comma splices. All words are correctly spelled.	Lack of capitalization. Lack of subject verb agreement. Changing tenses. Run on sentences and fragment sentences. Incorrect punctuation. Misspelled words and typos.	__ /8
<b>Total Points Earned: __ /100</b>				

A note on letter grades:

Each essay is graded on a 100-point scale. Corresponding letter grades will be at the discretion of each individual parent. Traditionally, the scores and their associated letter grades are as follows:

<b>Score:</b>	<b>Letter Grade:</b>
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F



# CERTIFICATE of COMPLETION

*is presented to*

NAME \_\_\_\_\_

*on the completion of*

GRADE \_\_\_\_\_

*Conor Gallagher*

CEO OF TAN ACADEMY

DATE \_\_\_\_\_