

UNDERSTANDING THE TIMES SERIES

# UNDERSTANDING THE TIMES

A SURVEY OF  
COMPETING  
WORLDVIEWS

TEACHER MANUAL

UNDERSTANDING THE TIMES TEACHER MANUAL (5th Edition)

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**Course Overview**

Our world revolves around *ideas*. Politicians, military leaders, CEOs, media moguls, and academics may think they are in charge of world affairs, but what they think—the ideas in their heads—actually control them. Ideas are the guiding force behind every twist and turn in public opinion. They determine what we accept or reject in the arts, media, business, science, education, politics, family, church, and the list goes on endlessly.

We cannot understand what’s going on in the world until we look below the surface at the ideas that influence our beliefs and behaviors. These ideas can be grouped into six major worldviews.

This curriculum is about the *ideas* that construct our *worldviews*. Everyone has a worldview, which helps them interpret what is happening around them. Christianity has an explanation for reality, but so does Islam, Secularism, Marxism, New Spirituality, and Postmodernism. Each of these worldviews is founded upon a pattern of interconnected ideas. These worldviews dictate (consciously or unconsciously) how we interpret and respond to issues like stem-cell research, abortion, transgenderism, human rights, poverty, technology, etc.

Make no mistake, these worldviews are at war. This curriculum will open your eyes to the factions competing for your heart and mind. The stakes couldn’t be higher. Because all humans are sinners (Romans 6:23), the worldviews developed apart from God will be sinful and flawed. But with the Christian worldview, we get God’s perspective on the challenges we face and how best to deal with them.

**Syllabus:** What occurs each day and when assignments are due.

*[The standard schedule for this course assumes your class meets 5 days per week for 36 weeks. However, the following alternative schedules can be found on the CD-ROM:*

- 5 days per week for 36 weeks
- 4 days per week for 36 weeks
- 3 days per week for 36 weeks
- 2 days per week for 36 weeks
- 1 day per week for 36 weeks
- 5 days per week for 18 weeks
- 4 days per week for 18 weeks
- 3 days per week for 18 weeks
- 2 days per week for 18 weeks
- 1 day per week for 18 weeks]

**Main Sections**

Before beginning this curriculum, it will be helpful to understand its structure and components.

1. **Objectives:** Main learning goals for each chapter.
2. **Chapter Discussion Questions:** A review of the material read in each chapter.

3. **Classroom Activities:** Activities designed to reinforce content from each chapter.
4. **Readings:** Primary source materials, sometimes from non-Christian sources.
5. **Reading Discussion Questions:** A review of the material from the primary source readings.
6. **Reading Quizzes:** Multiple-choice and true/false questions for each primary source reading.  
*[Student copies can be found on the CD-ROM]*
7. **Videos:** Lectures from experts, which dive deeper into key subjects.
8. **Video Outlines:** Notes from each video.
9. **Video Discussion Questions:** A review of the material covered in each video.
10. **Video Quizzes:** Multiple-choice and true/false questions for each video.  
*[Student copies can be found on the CD-ROM]*
11. **Key Points:** Includes key questions, terms, verses, players, and works from each chapter reading.
12. **Writing Assignments:** Essay questions to answer at the end of each chapter.
13. **Tests:** A mixture of questions (matching, multiple choice, true/false, fill-in-the-blank, short answer, and essay) taken from each chapter's content.  
*[Student copies can be found on the CD-ROM]*

### **College Credit**

If you are interested in learning more about college credit for this course, please visit [understandingthetimes.com/college-credit](http://understandingthetimes.com/college-credit) for more information.

## SYLLABUS

### WEEK 1

DAY	5-Day	ASSIGNMENT	PG
1	In Class	<b>ASSIGN</b> UTT Chapter 01 Writing Assignment (p. 27)	1
	In Class	<b>VIEW</b> UTT Chapter 01 Objectives	
	At Home	<b>READ</b> UTT Chapter 01	
2	In Class	<b>DISCUSS</b> UTT Chapter 01 Questions	2
	In Class	<b>EXPLORE</b> UTT Chapter 01 Activities	2
3	In Class	<b>DISCUSS</b> UTT Chapter 01 Questions	2
	In Class	<b>EXPLORE</b> UTT Chapter 01 Activities	2
4	In Class	<b>DISCUSS</b> UTT Chapter 01 Questions	2
	In Class	<b>EXPLORE</b> UTT Chapter 01 Activities	2
5	In Class	<b>DISCUSS</b> UTT Chapter 01 Questions	2
	In Class	<b>EXPLORE</b> UTT Chapter 01 Activities	2

### WEEK 2

DAY	5-Day	ASSIGNMENT	PG
6	In Class	<b>DISCUSS</b> UTT Chapter 01 Questions	2
	In Class	<b>EXPLORE</b> UTT Chapter 01 Activities	2
	At Home	<b>READ</b> "Plato's Cave"	17
7	In Class	<b>TAKE</b> "Plato's Cave" Quiz	CD
	In Class	<b>DISCUSS</b> "Plato's Cave" Questions	20
	At Home	<b>WATCH</b> "An Introduction to Worldviews"	22
8	In Class	<b>TAKE</b> "An Introduction to Worldviews" Quiz	CD
	In Class	<b>DISCUSS</b> "An Introduction to Worldviews" Questions	24
9	In Class	<b>STUDY</b> for UTT Chapter 01 Test	
10	In Class	<b>SUBMIT</b> UTT Chapter 01 Writing Assignment	CD
	In Class	<b>TAKE</b> UTT Chapter 01 Test	CD
	At Home	<b>READ</b> UTT Chapter 02	

### WEEK 3

DAY	5-Day	ASSIGNMENT	PG
11	In Class	<b>REVIEW</b> UTT Chapter 01 Test	29
	In Class	<b>REVIEW</b> UTT Chapter 01 Assignment	
	In Class	<b>ASSIGN</b> UTT Chapter 02 Writing Assignment (p. 49)	
	In Class	<b>VIEW</b> UTT Chapter 02 Objectives	
	At Home	<b>READ</b> UTT Chapter 02	
12	In Class	<b>DISCUSS</b> UTT Chapter 02 Questions	30
	In Class	<b>EXPLORE</b> UTT Chapter 02 Activities	30
13	In Class	<b>DISCUSS</b> UTT Chapter 02 Questions	30
	In Class	<b>EXPLORE</b> UTT Chapter 02 Activities	30
14	In Class	<b>DISCUSS</b> UTT Chapter 02 Questions	30
	In Class	<b>EXPLORE</b> UTT Chapter 02 Activities	30
15	In Class	<b>DISCUSS</b> UTT Chapter 02 Questions	30
	In Class	<b>EXPLORE</b> UTT Chapter 02 Activities	30

**WEEK 4**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
16	In Class	<b>DISCUSS</b> UTT Chapter 02 Questions	30
	In Class	<b>EXPLORE</b> UTT Chapter 02 Activities	30
	At Home	<b>READ</b> The Gospel of Mark 1–3 and 11–16	42
17	In Class	<b>TAKE</b> The Gospel of Mark Quiz	CD
	In Class	<b>DISCUSS</b> The Gospel of Mark Questions	43
	At Home	<b>WATCH</b> “The Christian Worldview”	45
18	In Class	<b>TAKE</b> “The Christian Worldview” Quiz	CD
	In Class	<b>DISCUSS</b> “The Christian Worldview” Questions	47
19	In Class	<b>STUDY</b> for UTT Chapter 02 Test	
20	In Class	<b>SUBMIT</b> UTT Chapter 02 Writing Assignment	CD
	In Class	<b>TAKE</b> UTT Chapter 02 Test	CD
	At Home	<b>READ</b> UTT Chapter 03	

**WEEK 5**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
21	In Class	<b>REVIEW</b> UTT Chapter 02 Test	
	In Class	<b>REVIEW</b> UTT Chapter 02 Assignment	
	In Class	<b>ASSIGN</b> UTT Chapter 03 Writing Assignment (p. 76)	
	In Class	<b>VIEW</b> UTT Chapter 03 Objectives	51
	At Home	<b>READ</b> UTT Chapter 03	
22	In Class	<b>DISCUSS</b> UTT Chapter 03 Questions	52
	In Class	<b>EXPLORE</b> UTT Chapter 03 Activities	52
23	In Class	<b>DISCUSS</b> UTT Chapter 03 Questions	52
	In Class	<b>EXPLORE</b> UTT Chapter 03 Activities	52
24	In Class	<b>DISCUSS</b> UTT Chapter 03 Questions	52
	In Class	<b>EXPLORE</b> UTT Chapter 03 Activities	52
25	In Class	<b>DISCUSS</b> UTT Chapter 03 Questions	52
	In Class	<b>EXPLORE</b> UTT Chapter 03 Activities	52

**WEEK 6**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
26	In Class	<b>DISCUSS</b> UTT Chapter 03 Questions	52
	In Class	<b>EXPLORE</b> UTT Chapter 03 Activities	52
	At Home	<b>READ</b> Sura 3–4	67
27	In Class	<b>TAKE</b> Sura 3–4 Quiz	CD
	In Class	<b>DISCUSS</b> Sura 3–4 Questions	68
	At Home	<b>WATCH</b> “A Closer Look at Islam”	70
28	In Class	<b>TAKE</b> “A Closer Look at Islam” Quiz	CD
	In Class	<b>DISCUSS</b> “A Closer Look at Islam” Questions	73
29	In Class	<b>STUDY</b> for UTT Chapter 03 Test	
30	In Class	<b>SUBMIT</b> UTT Chapter 03 Writing Assignment	CD
	In Class	<b>TAKE</b> UTT Chapter 03 Test	CD
	At Home	<b>READ</b> UTT Chapter 04	

**WEEK 7**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
31	In Class	<b>REVIEW</b> UTT Chapter 03 Test	
	In Class	<b>REVIEW</b> UTT Chapter 03 Assignment	
	In Class	<b>ASSIGN</b> UTT Chapter 04 Writing Assignment (p. 99)	
	In Class	<b>VIEW</b> UTT Chapter 04 Objectives	79
	At Home	<b>READ</b> UTT Chapter 04	
32	In Class	<b>DISCUSS</b> UTT Chapter 04 Questions	80
	In Class	<b>EXPLORE</b> UTT Chapter 04 Activities	80
33	In Class	<b>DISCUSS</b> UTT Chapter 04 Questions	80
	In Class	<b>EXPLORE</b> UTT Chapter 04 Activities	80
34	In Class	<b>DISCUSS</b> UTT Chapter 04 Questions	80
	In Class	<b>EXPLORE</b> UTT Chapter 04 Activities	80
35	In Class	<b>DISCUSS</b> UTT Chapter 04 Questions	80
	In Class	<b>EXPLORE</b> UTT Chapter 04 Activities	80

**WEEK 8**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
36	In Class	<b>DISCUSS</b> UTT Chapter 04 Questions	80
	In Class	<b>EXPLORE</b> UTT Chapter 04 Activities	80
	At Home	<b>READ</b> “Humanist Manifesto”	92
37	In Class	<b>TAKE</b> “Humanist Manifesto” Quiz	CD
	In Class	<b>DISCUSS</b> “Humanist Manifesto” Questions	93
	At Home	<b>WATCH</b> “The Secular Worldview”	95
38	In Class	<b>TAKE</b> “The Secular Worldview” Quiz	CD
	In Class	<b>DISCUSS</b> “The Secular Worldview” Questions	97
39	In Class	<b>STUDY</b> for UTT Chapter 04 Test	
40	In Class	<b>SUBMIT</b> UTT Chapter 04 Writing Assignment	CD
	In Class	<b>TAKE</b> UTT Chapter 04 Test	CD
	At Home	<b>READ</b> UTT Chapter 05	

**WEEK 9**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
41	In Class	<b>REVIEW</b> UTT Chapter 04 Test	
	In Class	<b>REVIEW</b> UTT Chapter 04 Assignment	
	In Class	<b>ASSIGN</b> UTT Chapter 05 Writing Assignment (p. 129)	
	In Class	<b>VIEW</b> UTT Chapter 05 Objectives	101
	At Home	<b>READ</b> UTT Chapter 05	
42	In Class	<b>DISCUSS</b> UTT Chapter 05 Questions	102
	In Class	<b>EXPLORE</b> UTT Chapter 05 Activities	102
43	In Class	<b>DISCUSS</b> UTT Chapter 05 Questions	102
	In Class	<b>EXPLORE</b> UTT Chapter 05 Activities	102
44	In Class	<b>DISCUSS</b> UTT Chapter 05 Questions	102
	In Class	<b>EXPLORE</b> UTT Chapter 05 Activities	102
45	In Class	<b>DISCUSS</b> UTT Chapter 05 Questions	102
	In Class	<b>EXPLORE</b> UTT Chapter 05 Activities	102



**WEEK 10**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
46	In Class	<b>DISCUSS</b> UTT Chapter 05 Questions	102
	In Class	<b>EXPLORE</b> UTT Chapter 05 Activities	102
	At Home	<b>READ</b> “The Communist Manifesto”	114
47	In Class	<b>TAKE</b> “The Communist Manifesto” Quiz	CD
	In Class	<b>DISCUSS</b> “The Communist Manifesto” Questions	122
	At Home	<b>WATCH</b> “The Marxist Worldview”	124
48	In Class	<b>TAKE</b> “The Marxist Worldview” Quiz	CD
	In Class	<b>DISCUSS</b> “The Marxist Worldview” Questions	126
49	In Class	<b>STUDY</b> for UTT Chapter 05 Test	
50	In Class	<b>SUBMIT</b> UTT Chapter 05 Writing Assignment	CD
	In Class	<b>TAKE</b> UTT Chapter 05 Test	CD
	At Home	<b>READ</b> UTT Chapter 06	

**WEEK 11**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
51	In Class	<b>REVIEW</b> UTT Chapter 05 Test	
	In Class	<b>REVIEW</b> UTT Chapter 05 Assignment	
	In Class	<b>ASSIGN</b> UTT Chapter 06 Writing Assignment (p. 157)	
	In Class	<b>VIEW</b> UTT Chapter 06 Objectives	131
	At Home	<b>READ</b> UTT Chapter 06	
52	In Class	<b>DISCUSS</b> UTT Chapter 06 Questions	132
	In Class	<b>EXPLORE</b> UTT Chapter 06 Activities	132
53	In Class	<b>DISCUSS</b> UTT Chapter 06 Questions	132
	In Class	<b>EXPLORE</b> UTT Chapter 06 Activities	132
54	In Class	<b>DISCUSS</b> UTT Chapter 06 Questions	132
	In Class	<b>EXPLORE</b> UTT Chapter 06 Activities	132
55	In Class	<b>DISCUSS</b> UTT Chapter 06 Questions	132
	In Class	<b>EXPLORE</b> UTT Chapter 06 Activities	132

**WEEK 12**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
56	In Class	<b>DISCUSS</b> UTT Chapter 06 Questions	132
	In Class	<b>EXPLORE</b> UTT Chapter 06 Activities	132
	At Home	<b>READ</b> “Bhagavad Gita” Ch. 6–9	143
57	In Class	<b>TAKE</b> “Bhagavad Gita” Ch. 6–9 Quiz	CD
	In Class	<b>DISCUSS</b> “Bhagavad Gita” Ch. 6–9 Questions	151
	At Home	<b>WATCH</b> “The New Spiritualist Worldview”	153
58	In Class	<b>TAKE</b> “The New Spiritualist Worldview” Quiz	CD
	In Class	<b>DISCUSS</b> “The New Spiritualist Worldview” Questions	155
59	In Class	<b>STUDY</b> for UTT Chapter 06 Test	
60	In Class	<b>SUBMIT</b> UTT Chapter 06 Writing Assignment	CD
	In Class	<b>TAKE</b> UTT Chapter 06 Test	CD
	At Home	<b>READ</b> UTT Chapter 07	

**WEEK 13**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
61	In Class	<b>REVIEW</b> UTT Chapter 06 Test	
	In Class	<b>REVIEW</b> UTT Chapter 06 Assignment	
	In Class	<b>ASSIGN</b> UTT Chapter 07 Writing Assignment (p. 179)	
	In Class	<b>VIEW</b> UTT Chapter 07 Objectives	159
	At Home	<b>READ</b> UTT Chapter 07	
62	In Class	<b>DISCUSS</b> UTT Chapter 07 Questions	160
	In Class	<b>EXPLORE</b> UTT Chapter 07 Activities	160
63	In Class	<b>DISCUSS</b> UTT Chapter 07 Questions	160
	In Class	<b>EXPLORE</b> UTT Chapter 07 Activities	160
64	In Class	<b>DISCUSS</b> UTT Chapter 07 Questions	160
	In Class	<b>EXPLORE</b> UTT Chapter 07 Activities	160
65	In Class	<b>DISCUSS</b> UTT Chapter 07 Questions	160
	In Class	<b>EXPLORE</b> UTT Chapter 07 Activities	160

**WEEK 14**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
66	In Class	<b>DISCUSS</b> UTT Chapter 07 Questions	160
	In Class	<b>EXPLORE</b> UTT Chapter 07 Activities	160
	At Home	<b>READ</b> “The Parable of the Mad Man”	170
67	In Class	<b>TAKE</b> “The Parable of the Mad Man” Quiz	CD
	In Class	<b>DISCUSS</b> “The Parable of the Mad Man” Questions	172
	At Home	<b>WATCH</b> “The Postmodern Worldview”	174
68	In Class	<b>TAKE</b> “The Postmodern Worldview” Quiz	CD
	In Class	<b>DISCUSS</b> “The Postmodern Worldview” Questions	176
69	In Class	<b>STUDY</b> for UTT Chapter 07 Test	
70	In Class	<b>SUBMIT</b> UTT Chapter 07 Writing Assignment	CD
	In Class	<b>TAKE</b> UTT Chapter 07 Test	CD
	At Home	<b>READ</b> UTT Chapter 08	

**WEEK 15**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
71	In Class	<b>REVIEW</b> UTT Chapter 07 Test	
	In Class	<b>REVIEW</b> UTT Chapter 07 Assignment	
	In Class	<b>ASSIGN</b> UTT Chapter 08 Writing Assignment (p. 207)	
	In Class	<b>VIEW</b> UTT Chapter 08 Objectives	181
	At Home	<b>READ</b> UTT Chapter 08	
72	In Class	<b>DISCUSS</b> UTT Chapter 08 Questions	182
	In Class	<b>EXPLORE</b> UTT Chapter 08 Activities	182
73	In Class	<b>DISCUSS</b> UTT Chapter 08 Questions	182
	In Class	<b>EXPLORE</b> UTT Chapter 08 Activities	182
74	In Class	<b>DISCUSS</b> UTT Chapter 08 Questions	182
	In Class	<b>EXPLORE</b> UTT Chapter 08 Activities	182
75	In Class	<b>DISCUSS</b> UTT Chapter 08 Questions	182
	In Class	<b>EXPLORE</b> UTT Chapter 08 Activities	182

**WEEK 16**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
76	In Class	<b>DISCUSS</b> UTT Chapter 08 Questions	182
	In Class	<b>EXPLORE</b> UTT Chapter 08 Activities	182
	At Home	<b>READ</b> “Why I am Not a Christian”	195
77	In Class	<b>TAKE</b> “Why I am Not a Christian” Quiz	CD
	In Class	<b>DISCUSS</b> “Why I am Not a Christian” Questions	200
	At Home	<b>WATCH</b> “Inside the Mind of the Skeptic”	202
78	In Class	<b>TAKE</b> “Inside the Mind of the Skeptic” Quiz	CD
	In Class	<b>DISCUSS</b> “Inside the Mind of the Skeptic” Questions	204
79	In Class	<b>STUDY</b> for UTT Chapter 08 Test	
80	In Class	<b>SUBMIT</b> UTT Chapter 08 Writing Assignment	CD
	In Class	<b>TAKE</b> UTT Chapter 08 Test	CD
	At Home	<b>READ</b> UTT Chapter 09	

**WEEK 17**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
81	In Class	<b>REVIEW</b> UTT Chapter 08 Test	
	In Class	<b>REVIEW</b> UTT Chapter 08 Assignment	
	In Class	<b>ASSIGN</b> UTT Chapter 09 Writing Assignment (p. 237)	
	In Class	<b>VIEW</b> UTT Chapter 09 Objectives	209
	At Home	<b>READ</b> UTT Chapter 09	
82	In Class	<b>DISCUSS</b> UTT Chapter 09 Questions	210
	In Class	<b>EXPLORE</b> UTT Chapter 09 Activities	210
83	In Class	<b>DISCUSS</b> UTT Chapter 09 Questions	210
	In Class	<b>EXPLORE</b> UTT Chapter 09 Activities	210
84	In Class	<b>DISCUSS</b> UTT Chapter 09 Questions	210
	In Class	<b>EXPLORE</b> UTT Chapter 09 Activities	210
85	In Class	<b>DISCUSS</b> UTT Chapter 09 Questions	210
	In Class	<b>EXPLORE</b> UTT Chapter 09 Activities	210

**WEEK 18**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
86	In Class	<b>DISCUSS</b> UTT Chapter 09 Questions	210
	In Class	<b>EXPLORE</b> UTT Chapter 09 Activities	210
	At Home	<b>READ</b> “Total Truth”	222
87	In Class	<b>TAKE</b> “Total Truth” Quiz	CD
	In Class	<b>DISCUSS</b> “Total Truth” Questions	230
	At Home	<b>WATCH</b> “Loving God with Your Mind”	232
88	In Class	<b>TAKE</b> “Loving God with Your Mind” Quiz	CD
	In Class	<b>DISCUSS</b> “Loving God with Your Mind” Questions	234
89	In Class	<b>STUDY</b> for UTT Chapter 09 Test	
90	In Class	<b>SUBMIT</b> UTT Chapter 09 Writing Assignment	CD
	In Class	<b>TAKE</b> UTT Chapter 09 Test	CD
	At Home	<b>READ</b> UTT Chapter 10	

**WEEK 19**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
91	In Class	<b>REVIEW</b> UTT Chapter 09 Test	
	In Class	<b>REVIEW</b> UTT Chapter 09 Assignment	
	In Class	<b>ASSIGN</b> UTT Chapter 10 Writing Assignment (p. 260)	
	In Class	<b>VIEW</b> UTT Chapter 10 Objectives	239
	At Home	<b>READ</b> UTT Chapter 10	
92	In Class	<b>DISCUSS</b> UTT Chapter 10 Questions	240
	In Class	<b>EXPLORE</b> UTT Chapter 10 Activities	240
93	In Class	<b>DISCUSS</b> UTT Chapter 10 Questions	240
	In Class	<b>EXPLORE</b> UTT Chapter 10 Activities	240
94	In Class	<b>DISCUSS</b> UTT Chapter 10 Questions	240
	In Class	<b>EXPLORE</b> UTT Chapter 10 Activities	240
95	In Class	<b>DISCUSS</b> UTT Chapter 10 Questions	240
	In Class	<b>EXPLORE</b> UTT Chapter 10 Activities	240

**WEEK 20**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
96	In Class	<b>DISCUSS</b> UTT Chapter 10 Questions	240
	In Class	<b>EXPLORE</b> UTT Chapter 10 Activities	240
	At Home	<b>WATCH</b> “Objective Morality” Debate	252
97	In Class	<b>TAKE</b> “Objective Morality” Quiz	CD
	In Class	<b>DISCUSS</b> “Objective Morality” Questions	253
	At Home	<b>WATCH</b> “Can We Be Moral without God”	255
98	In Class	<b>TAKE</b> “Can We Be Moral without God” Quiz	CD
	In Class	<b>DISCUSS</b> “Can We Be Moral without God” Questions	257
99	In Class	<b>STUDY</b> for UTT Chapter 10 Test	
100	In Class	<b>SUBMIT</b> UTT Chapter 10 Writing Assignment	CD
	In Class	<b>TAKE</b> UTT Chapter 10 Test	CD
	At Home	<b>READ</b> UTT Chapter 11	

**WEEK 21**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
101	In Class	<b>REVIEW</b> UTT Chapter 10 Test	
	In Class	<b>REVIEW</b> UTT Chapter 10 Assignment	
	In Class	<b>ASSIGN</b> UTT Chapter 11 Writing Assignment (p. 291)	
	In Class	<b>VIEW</b> UTT Chapter 11 Objectives	263
	At Home	<b>READ</b> UTT Chapter 11	
102	In Class	<b>DISCUSS</b> UTT Chapter 11 Questions	264
	In Class	<b>EXPLORE</b> UTT Chapter 11 Activities	264
103	In Class	<b>DISCUSS</b> UTT Chapter 11 Questions	264
	In Class	<b>EXPLORE</b> UTT Chapter 11 Activities	264
104	In Class	<b>DISCUSS</b> UTT Chapter 11 Questions	264
	In Class	<b>EXPLORE</b> UTT Chapter 11 Activities	264
105	In Class	<b>DISCUSS</b> UTT Chapter 11 Questions	264
	In Class	<b>EXPLORE</b> UTT Chapter 11 Activities	264

**WEEK 22**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
106	In Class	<b>DISCUSS</b> UTT Chapter 11 Questions	264
	In Class	<b>EXPLORE</b> UTT Chapter 11 Activities	264
	At Home	<b>READ</b> “On the Origin of Species”	275
107	In Class	<b>TAKE</b> “On the Origin of Species” Quiz	CD
	In Class	<b>DISCUSS</b> “On the Origin of Species” Questions	284
	At Home	<b>WATCH</b> “Myths of Evolution”	286
108	In Class	<b>TAKE</b> “Myths of Evolution” Quiz	CD
	In Class	<b>DISCUSS</b> “Myths of Evolution” Questions	288
109	In Class	<b>STUDY</b> for UTT Chapter 11 Test	
110	In Class	<b>SUBMIT</b> UTT Chapter 11 Writing Assignment	CD
	In Class	<b>TAKE</b> UTT Chapter 11 Test	CD
	At Home	<b>READ</b> UTT Chapter 12	

**WEEK 23**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
111	In Class	<b>REVIEW</b> UTT Chapter 11 Test	
	In Class	<b>REVIEW</b> UTT Chapter 11 Assignment	
	In Class	<b>ASSIGN</b> UTT Chapter 12 Writing Assignment (p. 315)	
	In Class	<b>VIEW</b> UTT Chapter 12 Objectives	293
	At Home	<b>READ</b> UTT Chapter 12	
112	In Class	<b>DISCUSS</b> UTT Chapter 12 Questions	294
	In Class	<b>EXPLORE</b> UTT Chapter 12 Activities	294
113	In Class	<b>DISCUSS</b> UTT Chapter 12 Questions	294
	In Class	<b>EXPLORE</b> UTT Chapter 12 Activities	294
114	In Class	<b>DISCUSS</b> UTT Chapter 12 Questions	294
	In Class	<b>EXPLORE</b> UTT Chapter 12 Activities	294
115	In Class	<b>DISCUSS</b> UTT Chapter 12 Questions	294
	In Class	<b>EXPLORE</b> UTT Chapter 12 Activities	294

**WEEK 24**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
116	In Class	<b>DISCUSS</b> UTT Chapter 12 Questions	294
	In Class	<b>EXPLORE</b> UTT Chapter 12 Activities	294
	At Home	<b>READ</b> “A Substantial Healing”	305
117	In Class	<b>TAKE</b> “A Substantial Healing” Quiz	CD
	In Class	<b>DISCUSS</b> “A Substantial Healing” Questions	307
	At Home	<b>WATCH</b> “Is Christianity Just a Crutch?”	309
118	In Class	<b>TAKE</b> “Is Christianity Just a Crutch?” Quiz	CD
	In Class	<b>DISCUSS</b> “Is Christianity Just a Crutch?” Questions	312
119	In Class	<b>STUDY</b> for UTT Chapter 12 Test	
120	In Class	<b>SUBMIT</b> UTT Chapter 12 Writing Assignment	CD
	In Class	<b>TAKE</b> UTT Chapter 12 Test	CD
	At Home	<b>READ</b> UTT Chapter 13	

**WEEK 25**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
121	In Class	<b>REVIEW</b> UTT Chapter 12 Test	
	In Class	<b>REVIEW</b> UTT Chapter 12 Assignment	
	In Class	<b>ASSIGN</b> UTT Chapter 13 Writing Assignment (p. 349)	
	In Class	<b>VIEW</b> UTT Chapter 13 Objectives	317
	At Home	<b>READ</b> UTT Chapter 13	
122	In Class	<b>DISCUSS</b> UTT Chapter 13 Questions	318
	In Class	<b>EXPLORE</b> UTT Chapter 13 Activities	318
123	In Class	<b>DISCUSS</b> UTT Chapter 13 Questions	318
	In Class	<b>EXPLORE</b> UTT Chapter 13 Activities	318
124	In Class	<b>DISCUSS</b> UTT Chapter 13 Questions	318
	In Class	<b>EXPLORE</b> UTT Chapter 13 Activities	318
125	In Class	<b>DISCUSS</b> UTT Chapter 13 Questions	318
	In Class	<b>EXPLORE</b> UTT Chapter 13 Activities	318

**WEEK 26**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
126	In Class	<b>DISCUSS</b> UTT Chapter 13 Questions	318
	In Class	<b>EXPLORE</b> UTT Chapter 13 Activities	318
	At Home	<b>READ</b> “Doing Life Together”	320
127	In Class	<b>TAKE</b> “Doing Life Together” Quiz	CD
	In Class	<b>DISCUSS</b> “Doing Life Together” Questions	341
	At Home	<b>WATCH</b> “Correct, Not Politically Correct”	344
128	In Class	<b>TAKE</b> “Correct, Not Politically Correct” Quiz	CD
	In Class	<b>DISCUSS</b> “Correct, Not Politically Correct” Questions	346
129	In Class	<b>STUDY</b> for UTT Chapter 13 Test	
130	In Class	<b>SUBMIT</b> UTT Chapter 13 Writing Assignment	CD
	In Class	<b>TAKE</b> UTT Chapter 13 Test	CD
	At Home	<b>READ</b> UTT Chapter 14	

**WEEK 27**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
131	In Class	<b>REVIEW</b> UTT Chapter 13 Test	
	In Class	<b>REVIEW</b> UTT Chapter 13 Assignment	
	In Class	<b>ASSIGN</b> UTT Chapter 14 Writing Assignment (p. 379)	
	In Class	<b>VIEW</b> UTT Chapter 14 Objectives	351
	At Home	<b>READ</b> UTT Chapter 14	
132	In Class	<b>DISCUSS</b> UTT Chapter 14 Questions	352
	In Class	<b>EXPLORE</b> UTT Chapter 14 Activities	352
133	In Class	<b>DISCUSS</b> UTT Chapter 14 Questions	352
	In Class	<b>EXPLORE</b> UTT Chapter 14 Activities	352
134	In Class	<b>DISCUSS</b> UTT Chapter 14 Questions	352
	In Class	<b>EXPLORE</b> UTT Chapter 14 Activities	352
135	In Class	<b>DISCUSS</b> UTT Chapter 14 Questions	352
	In Class	<b>EXPLORE</b> UTT Chapter 14 Activities	352

**WEEK 28**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
136	In Class	<b>DISCUSS</b> UTT Chapter 14 Questions	352
	In Class	<b>EXPLORE</b> UTT Chapter 14 Activities	352
	At Home	<b>READ</b> “The Law”	364
137	In Class	<b>TAKE</b> “The Law” Quiz	CD
	In Class	<b>DISCUSS</b> “The Law” Questions	372
	At Home	<b>WATCH</b> “The Philosophy of Law”	374
138	In Class	<b>TAKE</b> “The Philosophy of Law” Quiz	CD
	In Class	<b>DISCUSS</b> “The Philosophy of Law” Questions	376
139	In Class	<b>STUDY</b> for UTT Chapter 14 Test	
140	In Class	<b>SUBMIT</b> UTT Chapter 14 Writing Assignment	CD
	In Class	<b>TAKE</b> UTT Chapter 14 Test	CD
	At Home	<b>READ</b> UTT Chapter 15	

**WEEK 29**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
141	In Class	<b>REVIEW</b> UTT Chapter 14 Test	
	In Class	<b>REVIEW</b> UTT Chapter 14 Assignment	
	In Class	<b>ASSIGN</b> UTT Chapter 15 Writing Assignment (p. 405)	
	In Class	<b>VIEW</b> UTT Chapter 15 Objectives	381
	At Home	<b>READ</b> UTT Chapter 15	
142	In Class	<b>DISCUSS</b> UTT Chapter 15 Questions	382
	In Class	<b>EXPLORE</b> UTT Chapter 15 Activities	382
143	In Class	<b>DISCUSS</b> UTT Chapter 15 Questions	382
	In Class	<b>EXPLORE</b> UTT Chapter 15 Activities	382
144	In Class	<b>DISCUSS</b> UTT Chapter 15 Questions	382
	In Class	<b>EXPLORE</b> UTT Chapter 15 Activities	382
145	In Class	<b>DISCUSS</b> UTT Chapter 15 Questions	382
	In Class	<b>EXPLORE</b> UTT Chapter 15 Activities	382

**WEEK 30**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
146	In Class	<b>DISCUSS</b> UTT Chapter 15 Questions	382
	In Class	<b>EXPLORE</b> UTT Chapter 15 Activities	382
	At Home	<b>READ</b> “The Declaration of Independence”	394
147	In Class	<b>TAKE</b> “The Declaration of Independence” Quiz	CD
	In Class	<b>DISCUSS</b> “The Declaration of Independence” Questions	399
	At Home	<b>WATCH</b> “Your Constitutional Right to Be Offended”	401
148	In Class	<b>TAKE</b> “Your Constitutional Right...” Quiz	CD
	In Class	<b>DISCUSS</b> “Your Constitutional Right...” Questions	403
149	In Class	<b>STUDY</b> for UTT Chapter 15 Test	
150	In Class	<b>SUBMIT</b> UTT Chapter 15 Writing Assignment	CD
	In Class	<b>TAKE</b> UTT Chapter 15 Test	CD
	At Home	<b>READ</b> UTT Chapter 16	

**WEEK 31**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
151	In Class	<b>REVIEW</b> UTT Chapter 15 Test	
	In Class	<b>REVIEW</b> UTT Chapter 15 Assignment	
	In Class	<b>ASSIGN</b> UTT Chapter 16 Writing Assignment (p. 442)	
	In Class	<b>VIEW</b> UTT Chapter 16 Objectives	407
	At Home	<b>READ</b> UTT Chapter 16	
152	In Class	<b>DISCUSS</b> UTT Chapter 16 Questions	408
	In Class	<b>EXPLORE</b> UTT Chapter 16 Activities	408
153	In Class	<b>DISCUSS</b> UTT Chapter 16 Questions	408
	In Class	<b>EXPLORE</b> UTT Chapter 16 Activities	408
154	In Class	<b>DISCUSS</b> UTT Chapter 16 Questions	408
	In Class	<b>EXPLORE</b> UTT Chapter 16 Activities	408
155	In Class	<b>DISCUSS</b> UTT Chapter 16 Questions	408
	In Class	<b>EXPLORE</b> UTT Chapter 16 Activities	408

**WEEK 32**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
156	In Class	<b>DISCUSS</b> UTT Chapter 16 Questions	408
	In Class	<b>EXPLORE</b> UTT Chapter 16 Activities	408
	At Home	<b>READ</b> “Animal Farm”	422
157	In Class	<b>TAKE</b> “Animal Farm” Quiz	CD
	In Class	<b>DISCUSS</b> “Animal Farm” Questions	433
	At Home	<b>WATCH</b> “Pillars of Economic Wisdom”	436
158	In Class	<b>TAKE</b> “Pillars of Economic Wisdom” Quiz	CD
	In Class	<b>DISCUSS</b> “Pillars of Economic Wisdom” Questions	439
159	In Class	<b>STUDY</b> for UTT Chapter 16 Test	
160	In Class	<b>SUBMIT</b> UTT Chapter 16 Writing Assignment	CD
	In Class	<b>TAKE</b> UTT Chapter 16 Test	CD
	At Home	<b>READ</b> UTT Chapter 17	

**WEEK 33**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
161	In Class	<b>REVIEW</b> UTT Chapter 16 Test	
	In Class	<b>REVIEW</b> UTT Chapter 16 Assignment	
	In Class	<b>ASSIGN</b> UTT Chapter 17 Writing Assignment (p. 474)	
	In Class	<b>VIEW</b> UTT Chapter 17 Objectives	445
	At Home	<b>READ</b> UTT Chapter 17	
162	In Class	<b>DISCUSS</b> UTT Chapter 17 Questions	446
	In Class	<b>EXPLORE</b> UTT Chapter 17 Activities	446
163	In Class	<b>DISCUSS</b> UTT Chapter 17 Questions	446
	In Class	<b>EXPLORE</b> UTT Chapter 17 Activities	446
164	In Class	<b>DISCUSS</b> UTT Chapter 17 Questions	446
	In Class	<b>EXPLORE</b> UTT Chapter 17 Activities	446
165	In Class	<b>DISCUSS</b> UTT Chapter 17 Questions	446
	In Class	<b>EXPLORE</b> UTT Chapter 17 Activities	446



**WEEK 34**

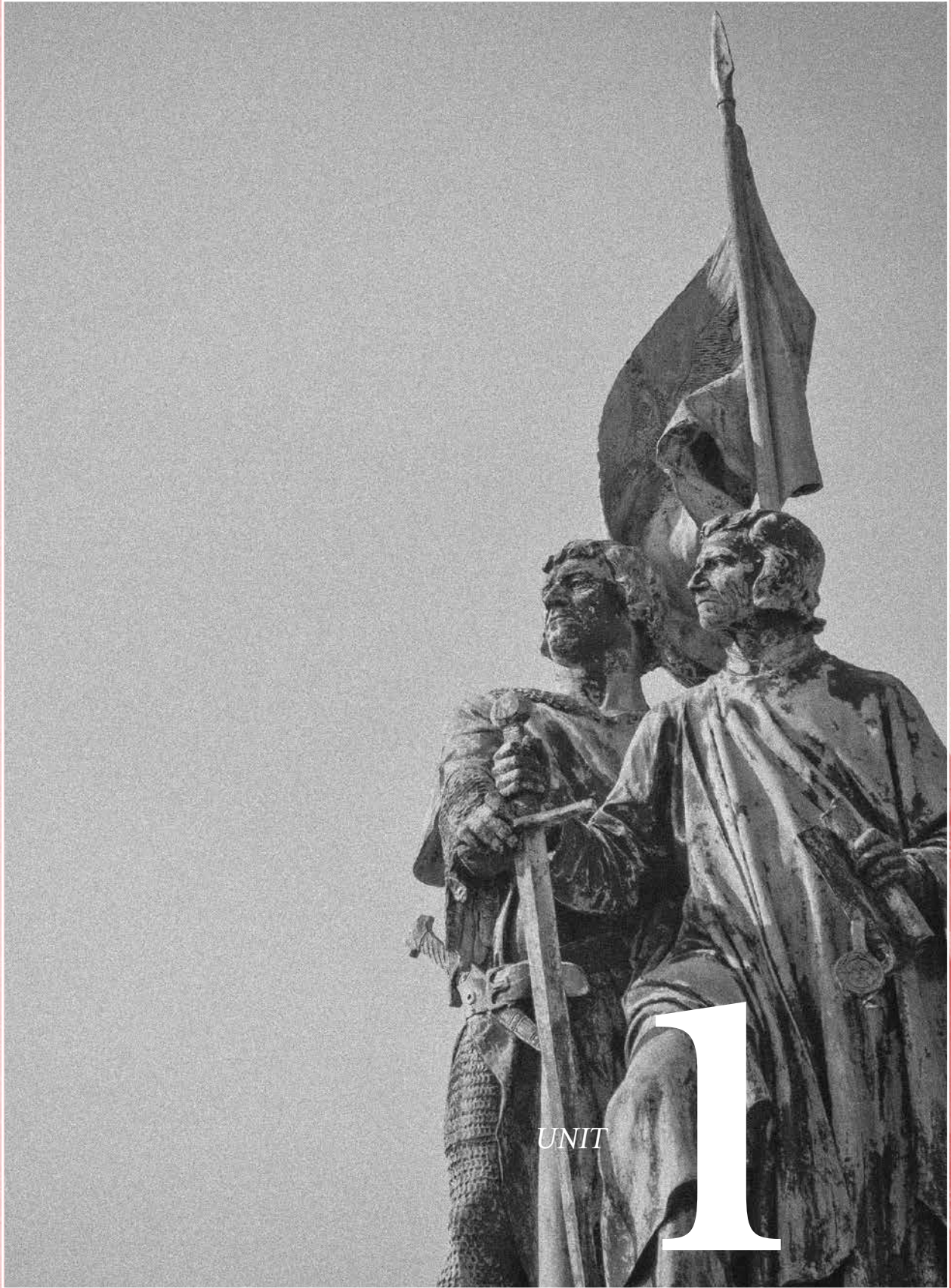
<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
166	In Class	<b>DISCUSS</b> UTT Chapter 17 Questions	446
	In Class	<b>EXPLORE</b> UTT Chapter 17 Activities	446
	At Home	<b>READ</b> “Censoring the Past”	458
167	At Home	<b>TAKE</b> “Censoring the Past” Quiz	CD
	In Class	<b>DISCUSS</b> “Censoring the Past” Questions	467
	At Home	<b>WATCH</b> “Restoring All Things”	469
168	In Class	<b>TAKE</b> “Restoring All Things” Quiz	CD
	In Class	<b>DISCUSS</b> “Restoring All Things” Questions	471
169	In Class	<b>STUDY</b> for UTT Chapter 17 Test	
170	In Class	<b>SUBMIT</b> UTT Chapter 17 Writing Assignment	CD
	In Class	<b>TAKE</b> UTT Chapter 17 Test	CD
	At Home	<b>READ</b> UTT Chapter 18	

**WEEK 35**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
171	In Class	<b>REVIEW</b> UTT Chapter 17 Test	
	In Class	<b>REVIEW</b> UTT Chapter 17 Assignment	
	In Class	<b>VIEW</b> UTT Chapter 18 Objectives	477
	At Home	<b>READ</b> UTT Chapter 18	
172	In Class	<b>DISCUSS</b> UTT Chapter 18 Questions	478
173	In Class	<b>DISCUSS</b> UTT Chapter 18 Questions	478
174	In Class	<b>DISCUSS</b> UTT Chapter 18 Questions	478
175	In Class	<b>DISCUSS</b> UTT Chapter 18 Questions	478

**WEEK 36**

<b>DAY</b>	<b>5-Day</b>	<b>ASSIGNMENT</b>	<b>PG</b>
176	In Class	<b>DISCUSS</b> UTT Chapter 18 Questions	478
177	In Class	<b>STUDY</b> for UTT Chapter 18 Test	
178	In Class	<b>STUDY</b> for UTT Chapter 18 Test	
179	In Class	<b>STUDY</b> for UTT Chapter 18 Test	
180	In Class	<b>TAKE</b> UTT Chapter 18 Test	CD



UNIT

# I

# 1

## THE BATTLE OF IDEAS

### CHAPTER 1 LEARNING OBJECTIVES

*Students will be able to:*

1. articulate why patterns are an important key to understanding the world. [1.1]
2. name two keys to successfully navigate through life. [1.2]
3. explain why David Noebel felt called to write this textbook. [1.3]
4. articulate why spotting patterns can sometimes be difficult. [1.4]
5. define a worldview. [1.5]
6. list reasons why it is important for Christians to study worldviews. [1.6]
7. explain why Christian worldviews come under attack. [1.7]
8. identify how worldviews spread and how to guard against adopting counterfeit worldviews. [1.8]
9. name and explain the six dominant worldviews of Western culture. [1.9]
10. explain how these disciplines guide how they look at the world. [1.10]
11. explain how Christianity addresses the ten academic disciplines. [1.11]
12. apply the four criteria for testing the truth of a worldview. [1.12]
13. respond to the parable of the elephant. [1.13]
14. state why every worldview cannot be correct. [1.14]

**1. What can we learn from sports like tennis and games like chess about how the world works? [1.1–1.2]**

Sports and games illustrate two truths that can help us understand our world and make it a better place:

1. We live in a rule-governed universe. Our world is governed by rules and principles. We need to learn them and obey them if we want to “win” at the game of life.
2. When the rules are followed—or ignored—patterns emerge. Pattern recognition is a key to shaping what we believe and how we behave.

**Chapter 1.1 Activity****THE SECRET TO UNDERSTANDING THE WORLD OF IDEAS**

**Objective:** Students will study a series of numbers and figure out the pattern in the sequence of numbers.

**Preparation:**

- Materials Needed: paper and pencil
- Time Required: 10 minutes

**Procedure:**

1. Write this sequence of numbers on the board: 1, 9, 36, 100, 225. Allow 2–5 minutes for the students to study the numbers and figure out the pattern.
2. Congratulate any students who recognized the pattern achieved by taking the cube of each number and adding it to the previous number. On the board demonstrate the steps to solving the pattern: after 1 the number 2 is cubed to be 8 and 1 is added to 8 to make the sum of 9; 3 cubed is  $27 + 9 = 36$ ; 4 cubed is  $64 + 36 = 100$ ; 5 cubed is  $125 + 100 = 225$ .
3. Now that students know the pattern, have them complete the next five numbers in the pattern.
4. Give students two minutes to create a pattern of their own using numbers, alphabet letters, or shapes. Have them trade papers with a classmate and try to figure out each other’s pattern.
5. After about two minutes, inquire about the students’ success in figuring out the patterns. Discuss what clues and strategies they used to help them recognize the pattern. Challenge students to watch for patterns throughout the day and record any clues that alerted them to the patterns.

The concepts of rules and patterns also apply to the world we inhabit. It is governed by a discernable set of rules and our ideas about this world can be arranged and cataloged into discernable patterns (i.e., a **worldview**), which in turn will enable us to find purpose and meaning in life, avoid mistakes and define success.

Another lesson we can learn is “practice makes better.” (No one is perfect.) Remember the 10,000-hour rule. It takes years to develop proficiency and skill, to train the eye what to look for and the body how to respond. The same is true in the world of ideas. We must train ourselves to see the ideas that influence the world and how they affect us.

Finally, a good coach or mentor can speed up the learning process and help us become better than we ever could on our own. We need to find wise people who study ideas and pay attention to what they pay attention to.

**2. Do the patterns we see around us every day suggest answers to some of life’s bigger questions? What are some of those questions? [1.1–1.2]**

- Where do we come from?
- Where are we going?
- How do we live a good life?
- What happens when we die?
- How can we tell what’s good and bad, true or false, just or unjust?
- What can we do to make the world a better place?

**3. You’ve never seen, touched or smelled an idea but you’ve had plenty of them. What are ideas and how do they influence us? [1.4]**

An idea is “a thought or suggestion as to a possible course of action.” What we think and believe, along with our general impressions about the world, are always based on *something*. If they are not based on an accurate understanding of truth, we’ll always be disoriented, unable to distinguish between genuine clues and background noise.

**4. Our ideas inform our beliefs and influence our behavior. Think of some bad ideas humans have had and what happened as a result. Now do the same with some good ideas.**

Bad ideas:

- Atheism
- Materialism
- Nazism
- Communism
- Slavery
- Facebook

Good ideas:

- Humans made in the image of God
- The Golden Rule
- Freedom
- Justice
- Equal rights
- Facebook

**5. Ideas flow together into complex patterns. Does the amount of information available to us today make it easier or harder to see and understand patterns? [1.4]**

Much harder! Thanks to the Internet, people have more information about everything than ever before, including religion. But not all this information is true. Even utterly wrong ideas can be promoted on cool websites and made to look credible. Anyone can spout their opinions and share their experiences. There has never been a greater need for discernment in filtering information to find knowledge that can lead to wisdom.

**6. Where does the New Testament tell Christians to see the world differently from other people? Why is this shift in perspective so important? [1.5]**

In Romans 12:2, the apostle Paul writes, “Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect.”

The pattern of the natural world doesn’t conform to God’s will. This is why Christians must be able to recognize and refute the world’s pattern. We are to be transformed by renewing our minds. Then we will be able to understand how God created the world and what his purpose is for us.

**7. Everyone has a way of seeing the world—a worldview—even if he or she doesn’t realize it. What is a “worldview” and how does it influence the way we live? [1.5]**

A worldview is a pattern of ideas, beliefs, convictions and habits that help make sense of God, the world and our relationship to both. A worldview is like a map or a GPS program that tells us where we are, where we need to go and the best route to get there.

Our worldview not only influences how we see and respond to things around us, it gives us a sense of what the world should be like. It not only describes reality, it prescribes how we should behave in every situation, despite our circumstances. It informs our beliefs and influences our behavior.

## Chapter 1.5 Activity

### THE SECRET TO UNDERSTANDING THE WORLD OF IDEAS

**Objective:** Students will identify the people who influence them.

**Preparation:**

- Materials Needed: computer or paper, pencil, and highlighter
- Time Required: 15 minutes

**Procedure:**

1. Point out that students might never meet or talk with some of the people who influence them. Often different people will influence them in different areas or stages of their lives.
2. Have the students make an extensive list of their influencers and their area of influence. For example, my cousin influences my sense of fashion because she is a model in New York.
3. After a few minutes, mention that our families are often influenced by the same people, but there can also be different influencers. Direct everyone to take his or her list and circle the names of people that also influence their parents. Let them explain what they noticed about the influencers they have in common with their parents and why some people are not influencers of their parents.
4. Discuss how communities often have influencers who are popular or have a strong influence. Next, have the students read through their lists again and underline the names of anyone they think influences the teachers and administration at your Christian school. Have them compare and see what they notice about their markings.
5. Explain that, although they do not personally know their favorite actors or singers, there are some clues about who might influence these celebrities. Have the class put a checkmark beside the names of anyone they think might influence their favorite actors or singers. Ask what pattern they see in the markings.
6. Mention the fact that just because people say they are Christians does not insure they get their worldview from the Bible. Tell the class to review their list one last time and use a yellow highlighter to mark the influencers they believe to be Christians. Ask them if they noticed anything surprising about the number of names highlighted and names not highlighted.
7. Inquire if students notice any patterns among the results of their lists and in comparison to the lists of other students. Challenge them to pay attention to who they are allowing to influence them and make any alterations necessary to assure they are accepting good influences.

**8. Most of us rely on GPS programs. (When was the last time you looked at a paper map?) How many ways can you think of that a worldview and a GPS program are alike?**

- Both can help us find our way in unfamiliar territory.
- Both can put our immediate location in perspective by placing it in a larger context.
- Both can analyze multiple routes and recommend the best one.
- You can choose to use or ignore the information they provide.
- Neither is influenced by subjective opinions.

**9. What are some of the fundamental questions a worldview seeks to answer? [1.5]**

- Why are we here?
- What does it mean to be human?
- What is the meaning and purpose of life?
- Is there a difference between right and wrong?
- Is there a God? If so, what is God like?

**10. Do intangible ideas have tangible results? Do ideas have consequences? If so, in what ways? [1.6]**

Ideas aren't neutral: they inform our beliefs and behaviors; they shape our convictions and cultures. They are at the heart of our worldview, which is how we make sense of the world. History has shown over and over again that good ideas lead to healthy societies while bad ideas lead to decay and destruction.

**11. Can you give some examples from history where bad ideas had devastating consequences? [1.6]**

Nazism was directly responsible for the deaths of more than twenty-one million people, in addition to the tens of millions who died as a result of World War II.

Communist regimes slaughtered well over one hundred million people in the twentieth century and many still suffer and die under its influence today.

**12. What is the risk if you defend a Christian worldview and question the worldviews of others? [1.7]**

You can expect to be attacked and belittled, especially by those in the academic and scientific communities. Your faith may be mocked and your intelligence called into question. You should not respond in the same manner but should address the criticisms with reasonable arguments. This book will help equip you for the challenge.



## Chapter 1.6 Activity

### WHY SHOULD WE CARE?

**Objective:** Students will research and share an example of a bad belief that caused someone else serious pain.

**Preparation:**

- Materials Needed: computer or newspaper
- Time Required: 15–30 minutes

**Procedure:**

1. Divide the class into pairs. Make sure each pair has a computer or newspaper to use.
2. Direct students to conduct an Internet search or scan the local newspaper to find a current example of a bad idea that caused someone else serious pain. For example, a young man believed that drinking excessively was a good way to celebrate a recent victory on the football field, but while driving home he lost control of his car and accidentally took the life of a young mother. Encourage students to work together to discern each bad idea and the negative consequences that followed.
3. Allow time for each pair to present their example to the class and explain what belief impacted others in a negative way. Ask them to suggest a different action based on a different belief that could have altered the situation.

**13. Can you recall a time when you shared your Christian worldview or questioned the worldview of a teacher or other adult who disagreed with you? What was the response?**

*[Answers will vary.]*

**14. In what ways are ideas like viruses? [1.8]**

Both are spread by contact and can move quickly from person to person. Both can grow exponentially and “go viral,” affecting whole cultures. Both need the right conditions to thrive and both can be slowed down or stopped by appropriate measures.

Some ideas are good and others are bad but both kinds are spread in the same way.

**15. How can we protect ourselves against bad ideas? [1.8]**

As the body with viruses and the mind with ideas, there are ways to promote health and fight disease. Here are six possible approaches to dealing with ideas:

- No preparation
- Reinforcement of previous preparation
- Warning of attack
- Inoculation
- Inoculation plus refutation
- Inoculation plus refutation plus preparation

The most effective strategy is the last one: inoculation plus refutation plus preparation. The least effective strategy is reinforcement of previous preparation. Repeating a message over and over again—even with increasing fervency and emotion is actually counter-productive, worse than no preparation at all.

Inoculation involves telling the truth, exposing the lies that deceive people, showing them how to refute those lies and preparing them with the thinking skills necessary to resist and refute falsehoods. The starting point for all this is an understanding of the dominant worldviews of our day.

**16. Can you name the six dominant worldviews outlined in this chapter and summarize each in a few sentences? [1.9]**

The six dominant worldviews are Christianity, Islam, New Spirituality Secularism, Marxism and Postmodernism.

**Christianity** is founded on Jesus Christ, the Messiah prophesied in the Old Testament and God incarnated as a human being. Christians believe that God has revealed himself in the Bible as well as in nature, but especially in the person of Jesus Christ.

**Islam** Is founded on the teachings of an Arabian trader named Muhammad. His submission to God gave the religion its name; Islam means “submission.” The holy book of Islam is the Quran, believed by Muslims to be God’s full and final revelation.

**New Spirituality** is a mix of Eastern religions, paganism, and pseudoscience. It teaches that the world is spiritual but not governed by a personal, all-powerful God. This spirituality is a “consciousness” we all can experience and learn to control.

**Secularism** believes humans are the center of reality and rejects the relevance of God, the afterlife, and anything beyond what we can examine with our senses. Although claiming to be nonreligious, Secularists do have beliefs about the cause, nature, and purpose of the universe.

**Marxism** was invented by Karl Marx, who defined history as a struggle between the haves (the owners) and the have-nots (the workers). The utopian state he thought mankind could achieve through class struggle is called communism.

**Postmodernism** is a reaction against modernism, the idea that science and human reason can solve humankind's problems. Postmodernists question everything—even the idea that we can ever know reality itself.

### Chapter 1.9 Activity

## THE SIX WORLD VIEWS

**Objective:** Students will write three questions they would like answered about each of the six worldviews.

### Preparation:

- Materials Needed: computer or paper and pencil
- Time Required: 10 minutes

### Procedure:

1. Point out that although some basic knowledge has been presented about the six worldviews, volumes of information still exist about each worldview. Have your students write three legitimate questions for each worldview they would like answered.
2. Let students find a partner and compare their lists of questions. Invite pairs to share any questions they both had in common. Note the types of questions students have in common.
3. Direct students to set these questions aside and periodically refer to them and write the answer when/if it gets answered.
4. Make a point at the end of this volume to have them check to see if their questions were answered and compare the results they found with others. Use this as a way to encourage students that their knowledge base has increased as a result of studying this textbook

### 17. Of the six worldviews, which ones would be considered theistic and which ones would be called secular? [1.9]

It should be noted that any worldview addressing the question of God's existence is religious. Thus every major worldview is religious. Of the six worldviews surveyed in

this course, three affirm the existence of a supernatural deity while the other three are either skeptical or atheistic.

<u>Theistic</u>	<u>Secular</u>
Christianity	Secularism
Islam	Marxism
New Spirituality	Postmodernism

**18. An advanced education is comprised of basic disciplines or areas of study. This book explores how ten basic academic disciplines are understood in the six worldviews being studied. Can you name and define all ten? [1.10]**

The basic disciplines are theology, philosophy, ethics, biology, psychology, sociology, economics, law, politics, and history.

**Theology** is the study of God. It seeks to answer questions like: Does God exist? If God exists, what is God like? How did I, and everything else, get here?

**Philosophy** means “love of wisdom.” It’s the study of knowledge, truth, reality, and how we know what we know. It wants to understand the ultimate nature of things.

**Ethics** comes from ethos, the Greek word for “goodness.” Ethics is interested in the moral conduct, values, and duties that lead to “the good life.”

**Biology** deals with the question “What does it mean to be alive?” Biology is the study of life and living organisms in the natural world, from their origins to their extinction.

**Psychology** is the study of the soul and is concerned with what makes us human. It tries to understand how people act and why we do what we do.

**Sociology** is the study of human societies and how we live in community. It delves into various cultures, languages, and beliefs and seeks to answer the questions: How do societies compare? How do we best live together?

**Law** has to do with how we govern ourselves in order to coexist peacefully as citizens. It deals with what the basis for law is and what constitutes just and orderly governance.

**Politics** means “the rule of a city.” It studies the best ways to organize community, which includes neighborhoods, cities, counties, states, and nations.

**Economics** means “the art of running a household.” It’s the study of how to best use and manage resources in order to be optimally productive.

**History** is the discipline focused on how people thought and lived in the past. What happened then can help us better understand the present and prepare for the future.

## Chapter 1.10 Activity

### TEN WAYS OF LOOKING AT THE WORLD

**Objective:** Students will rank the 10 disciplines in order of importance in their lives and explain how these disciplines guide how they look at the world.

**Preparation:**

- Materials Needed: computer or paper and pencil.
- Time Required: 15–30 minutes

**Procedure:**

1. Explain that the 10 disciplines mentioned relate to academia and not all students may feel compelled to attend university and study these disciplines. God has created each student with unique gifts and interests. Help students recognize that not everyone is called to pursue these disciplines, but it is important that all students understand these areas and the effect they have on how people view the world.
2. Have students rank these 10 disciplines in order of importance to their life and their future studies.
3. Engage students in a discussion of how they chose the ranking of their top three choices and how these disciplines affect how they look at their world. Ask students to explain what other disciplines they would add to the list of 10 and why.
4. Challenge students to put a star by the three disciplines they want to learn more about and to write the names of people who are involved in those disciplines and could be a source of information for them.
5. Lead a discussion about people in your school, church, or community who are good resources for any students who want to begin pursuing more knowledge in these disciplines.

**19. What does the text say is the Christian perspective on the ten disciplines that make up a worldview? [1.11]**

**Theology:** A designed universe and a world prepared for human life point toward a personal and intelligent Creator who we believe also reveals himself in the Bible. Atheism (belief in no god), polytheism (belief in many gods), or pantheism (belief in god as the universe) don't explain who we are and how we got here nearly as well.

**Philosophy:** The biblical notion of mind preceding matter is superior to the atheistic idea of matter preceding mind. Christianity teaches we can know things because they have been ordered in a way our senses can perceive by Jesus Christ, who is the “Logos [revealed knowledge] of God” (John 1:1). Christianity opposes any philosophy that denies objective reality or that limits the world to either matter (i.e., naturalism) or the immaterial (i.e., non-naturalism).

**Ethics:** Christianity teaches that right and wrong are based on the nature and character of a personal, loving God. This approach to morality is superior to any ethical theory based upon evolution, moral relativism, pragmatism, or other human schemes. Jesus Christ is the perfect example of how we should live. He is “the true light” (John 1:9; 3:19–20).

**Biology:** The existence of a personal, intelligent creator who designed the universe—and us—for a specific purpose fits the evidence better than blind chance, spontaneous generation, or macroevolution. God’s plan can be seen from the beginning when he organizes each creature “according to its kind” (Gen. 1:21). Human beings are unique among God’s creation in that we bear his image and are much more than highly evolved animals.

**Psychology:** Christians believe that God designed human beings as material and spiritual creatures, comprised of body and soul. Understanding this plus the idea that humans are sinful, imperfect, and in need of being changed or “redeemed,” makes more sense of our behavior than seeing people as guilt-free moral agents in complete control of their actions.

**Sociology:** Historical evidence shows that society functions best when the family, church, and state exercise their proper authority within their God-ordained spheres. At its most basic level, society flourishes when built upon strong families composed of father, mother, and children, as hinted at in Genesis 1.

**Law:** Christians believe that human beings flourish best in societies that promote justice and order based on an understanding of God’s nature and character as revealed in the created order and in Scripture. God is a just God. This truth provides a firm foundation for the laws governing human behavior.

**Politics:** The Christian belief that rights are a gift from God and secured by government is more logically persuasive, morally appealing, and politically sound than any atheistic theory that maintains human rights are derived from the state or that rights evolve to meet the needs of human communities.

**Economics:** Christians believe in the concepts of private property and the responsible stewardship of resources, which leads to greater human flourishing and dignity. They oppose coercive government policies that destroy individual responsibility and incentives to work and reject economic theories that abolish private property or arbitrarily redistribute wealth.

**History:** Christians view the history of this world as having a beginning and a culmination. The Bible promises a future kingdom ushered in by Jesus Christ in which the promise of all things being made new is more hopeful than nihilism or the limited utopian schemes of mortal humans.

In every discipline, we believe the Christian worldview is more realistic, more scientific, and more defensible. It does a better job of explaining our place in the universe.

**20. It's not enough to say the Christian worldview is true and that it accurately represents reality. The book *Making Sense of Your World* suggests four tests for determining whether or not a worldview is true. Can you name and describe each in one sentence? [1.12]**

1. Test of reason: Can it be stated and defended logically?
2. Test of the outer world: Is there some external evidence to support it?
3. Test of the inner world: Does it adequately address personal experience?
4. Test of the real world: Does it lead to positive or negative consequences?

**21. In your opinion, how does the Christian worldview hold up when these tests are applied to it?**

- Can Christianity be stated and defended logically?
- Is there external evidence to support Christianity?
- Does Christianity adequately address personal experience?
- Does Christianity lead to positive or negative consequences?

*[Encourage free and open discussion. You're not looking for right or wrong answers so much as discovering where the students are at in their understanding of worldviews in general and Christianity in particular.]*

**22. Retell the parable of the elephant in your own words. How does each blind man experience and describe the elephant? Are their descriptions true or false? [1.13]**

Three blind men encounter an elephant. They don't have an objective experience of seeing the elephant but they have a subjective experience of touching it. The first touches the tail and says the elephant is like a rope. The second feels a leg and describes the elephant as a tree. The third grabs the tusk and believes the animal is similar to a spear.

The descriptions are true perceptions based on limited subjective experience but they are objectively false because they don't match the total reality of the elephant in the real world.

**23. The story of the blind men and the elephant is sometimes used to illustrate how different worldviews can all be true. When used like this, what's the moral of the story? [1.13]**

The moral of the parable is that different worldviews are valid interpretations of reality. No single worldview has the whole picture. Each is correct in its own way, based on its limited knowledge.

Because of this, it is said, we should not make exclusive claims about “our” worldview being better or truer than other worldviews. Since every worldview can only see part of reality, no worldview should make generalizations about the whole.

**24. What's the problem with this interpretation of the parable? [1.13]**

When it comes to worldviews, they can't all be true because they make competing and contradictory claims. Each one is limited to a small portion of the “elephant” of the universe. The parable (1) assumes that no one can have a bird's eye view of the entire elephant but (2) contains this elusive and unique bird's eye view of the entire elephant.

The only way to understand the moral of this parable is to see all of the parts of the elephant simultaneously. Yet the parable states that everyone is limited to only a small part of the elephant. Here's where the analogy breaks down. Christians believe it is possible for someone to see the entire elephant (i.e., the world as it is), because God has given us unique knowledge of himself and his creation.

**25. Why can't all worldviews be true? [1.14]**

In a nutshell, they have contradictory beliefs that can't all be true. According to the law of non-contradiction, two contradictory propositions cannot both be true at the same time and in the same sense. For example, New Spirituality contends that God is impersonal, while Christianity contends that God is personal. Marxism claims God doesn't exist, while Islam insists he does. Postmodernism asserts that God is unknowable, while Christianity teaches that we can know him. Everyone can't be right.

**26. Christians recognize that God has communicated through his creation as well as Scripture, so it's no surprise to find elements of truth in non-Christian worldviews. Can you give some examples? [1.14]**

Totally different patterns (worldviews) may still contain common threads (ideas):

Both Marxism and Secularism recognize the power of science to be applied for the betterment of humanity.

New Spirituality and Islam both talk about God, though their understanding of God could not be more incompatible.



Postmodernism and Christianity agree that science and human reason can't solve humankind's problems but they have radically different views of what those problems are and how they can be addressed.

Most worldviews recognize there's something wrong with human beings that has to be understood, controlled, and eventually fixed.

Most worldviews have a concept of justice, a sense that things are not as they ought to be in the world.

### Chapter 1.14 Activity

## IRRECONCILABLE DIFFERENCES

**Objective:** Students will create a song, poster, slide presentation, or poem to communicate to teens that every worldview cannot be correct.

### Preparation:

- Materials Needed: various art supplies including papers and poster boards, pencils and markers, computers with presentation software
- Time Required: 60–80 minutes (two full class periods or work done at home)

### Procedure:

1. Discuss the Barna results which show that 63% of teens believe that all religions use different names for the same god. Take a poll of your students and compare it to the Barna poll.
2. Ask students why they think teens believe this way and what might change their attitudes.
3. Have the students work alone or in small groups of their choosing to create a musical presentation, piece of artwork, or slide presentation to show teens that all religions are not paths to the one, true God. Announce the two class periods you will make available for work or the date they are to bring their completed projects for presentation to the class.

## 27. What's the major dividing line between Christian and non-Christian worldviews? [1.13–1.14]

The major dividing line is the person of Jesus Christ. Christians view Jesus as savior, lord, and king. He is “the way, the truth and the life” (John 14:6). Other worldviews reject these claims; some even deny the existence of Jesus altogether. Christians maintain that without the life, death, and resurrection of Jesus Christ for the salvation of the human

race, all is lost. As Paul points out, “if Christ has not been raised, then our preaching is in vain and your faith is in vain” (1 Cor. 15:14).

The teachings of the Bible don’t blend well with the non-Christian claims that the universe is a product of time and chance and that human beings are smart enough and good enough to save themselves.

### “PLATO’S CAVE” READING

Plato (427–347 B.C.) was one of the most famous and influential philosophers of all time. Many of his writings are dialogues with his mentor, Socrates, as the speaker. *The Allegory of the Cave* found in Book VII of *The Republic* is a discussion between Socrates and Glaucon. It illustrates many of Plato’s philosophical assumptions, including:

- The physical world isn’t the real world but only a poor copy
- The real world can only be grasped intellectually
- The universe is ultimately good and beautiful
- Enlightened people have an obligation to enlighten others
- The good society is one in which the truly wise are the rulers

#### PLATO’S CAVE

Except from Plato’s *Republic*, Book VII

[**Socrates:**] Imagine human beings living in an underground, cavelike dwelling, with an entrance a long way up, which is both open to the light and as wide as the cave itself. They’ve been there since childhood, fixed in the same place, with their necks and legs fettered, able to see only in front of them, because their bonds prevent them from turning their heads around. Light is provided by a fire burning far above and behind them. Also behind them, but on higher ground, there is a path stretching between them and the fire. Imagine that along this path a low wall has been built, like the screen in front of puppeteers above which they show their puppets.

[**Gloucon:**] I’m imagining it.

[**Socrates:**] Then also imagine that there are people along the wall, carrying all kinds of artifacts that project above it—statues of people and other animals, made out of stone, wood, and every material. And, as you’d expect, some of the carriers are talking, and some are silent.

[**Gloucon:**] It's a strange image you're describing, and strange prisoners.

[**Socrates:**] They're like us. Do you suppose, first of all, that these prisoners see anything of themselves and one another besides the shadows that the fire casts on the wall in front of them? How could they, if they have to keep their heads motionless throughout life? What about the things being carried along the wall? Isn't the same true of them?

[**Gloucon:**] Of course.

[**Socrates:**] And if they could talk to one another, don't you think they'd suppose that the names they used applied to the things they see passing before them?

[**Gloucon:**] They'd have to.

[**Socrates:**] And what if their prison also had an echo from the wall facing them? Don't you think they'd believe that the shadows passing in front of them were talking whenever one of the carriers passing along the wall was doing so?

[**Gloucon:**] I certainly do.

[**Socrates:**] Then the prisoners would in every way believe that the truth is nothing other than the shadows of those artifacts.

[**Gloucon:**] They must surely believe that.

[**Socrates:**] Consider, then, what being released from their bonds and cured of their ignorance would naturally be like if something like this came to pass. When one of them was freed and suddenly compelled to stand up, turn his head, walk, and look up toward the light, he'd be pained and dazzled and unable to see the things whose shadows he'd seen before. What do you think he'd say, if we told him that what he'd seen before was inconsequential, but that now—because he is a bit closer to the things that are and is turned toward things that are more—he sees more correctly? Or, to put it another way if we pointed to each of the things passing by, asked him what each of them and compelled him to answer, don't you think he'd be at a loss and that he'd believe that the things he saw earlier were truer than the ones he was now being shown?

[**Gloucon:**] Much truer.

[**Socrates:**] And if someone compelled him to look at the light itself, wouldn't his eyes hurt, and wouldn't he turn around and flee towards the things he's able to see, believing that they're really clearer than the ones he's being shown?

[**Gloucon:**] He would.

[Socrates:] And if someone dragged him away from there by force, up the rough, steep path, and didn't let him go until he had dragged him into the sunlight, wouldn't he be pained and irritated at being treated that way? And when he came into the light, with the sun filling his eyes, wouldn't he be unable to see a single one of the things now said to be true?

[Gloucon:] He would be unable to see them, at least at first.

[Socrates:] I suppose, then, that he'd need time to get adjusted before he could see things in the world above. At first, he'd see shadows most easily, then images of men and other things in water, then the things themselves. Of these, he'd be able to study the things in the sky and the sky itself more easily at night, looking at the light of the stars and the moon, than during the day, looking at the sun and the light of the sun.

[Gloucon:] Of course.

[Socrates:] Finally, I suppose, he'd be able to see the sun, not images of it in water or some alien place, but the sun itself, in its own place, and be able to study it.

[Gloucon:] Necessarily so.

[Socrates:] And at this point he would infer and conclude that the sun provides the seasons and the years, governs everything in the visible world, and is in some way the cause of all the things that he used to see.

[Gloucon:] It's clear that would be his next step.

[Socrates:] What about when he reminds himself of his first dwelling place, his fellow prisoners, and what passed for wisdom there? Don't you think that he'd count himself happy for the change and pity the others?

[Gloucon:] Certainly.

[Socrates:] And if there had been any honors, praises, or prizes among them for the one who was sharpest at identifying the shadows as they passed by and who best remembered which usually came earlier, which later, and which simultaneously, and who could thus best divine the future, do you think that our man would desire these rewards or envy those among the prisoners who were honored and held power? Instead, wouldn't he feel, with Homer, that he'd much prefer to "work the earth as a serf to another, one without possessions," and go through any sufferings, rather than share their opinions and live as they do?

[Gloucon:] I suppose he would rather suffer anything than live like that.

[Socrates:] Consider this too. If this man went down into the cave again and sat down in his same seat, wouldn't his eyes—coming suddenly out of the sun like that—be filled with darkness?

[**Gloucon:**] They certainly would.

[**Socrates:**] And before his eyes had recovered—and the adjustment would not be quick—while his vision was still dim, if he had to compete again with the perpetual prisoners in recognizing the shadows, wouldn't he invite ridicule? Wouldn't it be said of him that he'd returned from his upward journey with his eyesight ruined and that it isn't worthwhile even to try to travel upward? And, as for anyone who tried to free them and lead them upward, if they could somehow get their hands on him, wouldn't they kill him?

[**Gloucon:**] They certainly would.

[**Socrates:**] This whole image, Glaucon, must be fitted together with what we said before. The visible realm should be likened to the prison dwelling, and the light of the fire inside it to the power of the sun. And if you interpret the upward journey and the study of things above as the upward journey of the soul to the intelligible realm, you'll grasp what I hope to convey, since that is what you wanted to hear about. Whether it's true or not, only the god knows. But this is how I see it: In the knowable realm, the form of the good is the last thing to be seen, and it is reached only with difficulty. Once one has seen it, however, one must conclude that it is the cause of all that is correct and beautiful in anything, that it produces both light and its source in the visible realm, and that in the intelligible realm it controls and provides truth and understanding, so that anyone who is to act sensibly in private or public must see it.

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## “PLATO’S CAVE” DISCUSSION QUESTIONS

### 1. Can you summarize Plato’s parable of the cave in your own words?

Prisoners from birth, a group of people are forced to live deep underground in a cave. Their legs and necks have been securely chained, forcing them to face a wall in front of them. A bright fire shines above and behind, providing the only source of light. Behind them, their captors lift up various objects. The light from the fire casts shadows of these objects upon the wall. Unable to turn their heads, the prisoners see these shadows as the real objects of the world.

Then one day a prisoner is freed. Able to move around, he sees the objects causing the shadows he had come to accept as real. He struggles to comprehend the distinction between the objects casting shadows and the shadows themselves. He leaves the cave and encounters the sun. At first, he is blinded, but as his sight adjusts, he realizes that this sun is responsible for giving light to the world. By this light he eventually learns to see the trees, grass, and flowers as they really are. He goes back to his old friends only to find out that he no longer sees as they see, and he decides he no longer desires their company because of their differing views.

### 2. Who do the prisoners represent? What do the shadows represent?

The prisoners represent unenlightened humanity—a picture of everyone who hasn’t come to see the world as it truly is. (For Plato, this would include anyone who hadn’t adopted his unique philosophical form of idealism.)

The shadows represent the distortions of reality that we have come to accept in place of the truth. Although similar in form, these shadows are merely misrepresentations of the truth. Their appearances are very similar to the objects from which they emanate, but they are still illusions nonetheless.

### 3. Why was the light painful for the newly freed man? What was Plato’s point in this detail?

Anyone who has been awakened from a deep sleep by a bright light can attest that light is sometimes painful. After an entire lifetime in darkness, the prisoner’s sight was suddenly overwhelmed with the brightness of truth. Frightened and confused, at first the man retreated back to the darkness he had always known. But as he learned to understand that he had been misled by the darkness and shadows, he resolved to endure the pain and accept what was revealed by the light.

The point Plato seems to be making is that it is difficult and painful to reorient our understanding of reality. It takes time for old views to be replaced with newer ones. When we are first introduced to this light, it can be so scary that we are often tempted to ignore what we have just seen and return to the lie we used to believe. As we adjust our understanding, we struggle, but Plato wanted to show that the journey is worth it because he believed that discovering truth and living by it is the noblest pursuit of man.

**4. What does the sun represent?**

The sun is the last element perceived by the freed man. Once he was enlightened, he first saw the objects themselves. But when he looked up, he saw the origin of all light, which illuminates the world and allowed him to see the objects as they truly are. (For Plato, the highest and purest form of reality is the Good. All other elements of reality become clear by the light of this Good, which is the origin and sustainer of all other things.)

**5. Why did the freed prisoner not wish to go back to his former life?**

Although at first it might be difficult to accept the truth, once we've understood it, it is even more difficult to ignore. Even if it were in our own best interest, there is just something about the way we were made that makes it virtually impossible to believe what we know to be a lie. After discovering the sun, its light, and the objects that cast the shadows, the former prisoner couldn't return to a world he knew was false. He could no longer talk about the shadows as though they were real, and he couldn't make himself care about mere shadows of real things. The former prisoner preferred to live the rest of his life alone with the truth rather than go back to living in the dark with his friends.

**6. Why would the prisoners try to kill anyone attempting to show them the light?**

When the freed man returned, he could no longer see the shadows as his companions saw them. Because his friends knew nothing of his journey to the light or what he found there, they could only assume that the journey harmed his vision instead of correcting it. The former prisoner no longer saw the world as his friends did, and because their way of seeing was all they'd ever known, they believed his new worldview to be harmful. This made the prisoners upset with the man. They feared that anyone who saw this light would eventually return as blind as their lost friend.

**7. What is the point of Plato's parable of the cave?**

Plato wanted to help his audience begin to ask questions about their beliefs, showing that the true nature of reality might be different from what we've always believed or assumed. He encouraged his readers to question, to ask if there is more to reality than what meets the eye. Though sometimes this kind of learning is painful, and a person might have to change his or her life to match these new experiences, Plato believed the truth is worth the struggle.

**8. What insights can we glean about worldviews from a parable written more than 2,000 years ago?**

People have been thinking about worldview questions for a very long time. It's important to realize that these questions have been asked and answered in many different ways for as long as human beings have existed. Learning about how ancient philosophers have thought can help us understand our roots and answer these questions better for ourselves.

## ▶ “AN INTRODUCTION TO WORLDVIEWS” VIDEO

Eric Smith defines a worldview as “a pattern of ideas, beliefs, convictions, and habits that help us make sense of God, the world, and our relationship to God and the world.” Worldviews answers life big questions: Why are we here? Does life have meaning and purpose? Is there right and wrong? Is there a God? Who am I?

In deciding which worldview is true, we can apply four tests of truth:

1. Test of reason: Is it reasonable? Is it consistent and not self-refuting?
2. Test of the outer world: Is there some external, self-corroborating evidence to support it?
3. Test of the inner world: Does it adequately match what we experience in our world?
4. Test of the real world: Are its consequences good or bad when applied in any given cultural context?



*To access this video, go to [www.summitu.com/utt](http://www.summitu.com/utt) and enter the passcode found in the back of your manual.*





## “AN INTRODUCTION TO WORLDVIEWS” VIDEO OUTLINE

A \_\_\_\_\_ **worldview** \_\_\_\_\_ helps us make sense of the world we live in. We live in a world of ideas about what is right and wrong, how we should live, and so on. We don't have to memorize every grouping of ideas. We can look for patterns. Everything can be categorized into worldviews and we can see the world that way.

### What is a worldview?

A \_\_\_\_\_ **pattern** \_\_\_\_\_ of ideas, beliefs, convictions, and habits that help us make sense of God, the world, and our relationship to God and the world.

### What does a worldview do?

It answers life's big questions:

- Why are we here?
- Does \_\_\_\_\_ **life** \_\_\_\_\_ have meaning and purpose?
- Is there right and wrong?
- Is there a \_\_\_\_\_ **God** \_\_\_\_\_ ?
- Who am I?

Ideas can be collected into six different worldviews. These worldviews shape our ideas, habits, and identity. Habits, the things we do on a regular basis, shape and reinforce who we are. They reinforce the ideas we believe in.

### Which worldview is true?

Four tests of truth:

1. Test of \_\_\_\_\_ **reason** \_\_\_\_\_ : Is it reasonable? Can it be logically stated and defended? Is it consistent and not self-refuting?
2. Test of the \_\_\_\_\_ **outer** \_\_\_\_\_ world: Is there some external, self-corroborating evidence to support it? Worldviews that claim to have roots in history, such as Christianity and Islam, must be corroborated by external evidence.
3. Test of the \_\_\_\_\_ **inner** \_\_\_\_\_ world: Does it adequately match what we experience in our world? How does something line up with what we think and feel?
4. Test of the \_\_\_\_\_ **real** \_\_\_\_\_ world: Are its consequences good or bad when applied in any given cultural context? History is full of negative examples such as Marxism and Islam.

 **“AN INTRODUCTION TO WORLDVIEWS” DISCUSSION QUESTIONS**

**1. What is a worldview?**

A worldview is a pattern of ideas, beliefs, convictions, and habits that help us make sense of God, the world, and our relationship to God and the world. We live in a world of ideas about what is right and wrong, how we should live, and so on.

We don't have to memorize every grouping of ideas. We can look for patterns. Everything can be categorized into worldviews and we can see the world that way. Ideas can be collected into six major worldviews. These worldviews shape our ideas, habits, and identity.

**2. What does a worldview do?**

A worldview answers life's big questions:

- Why are we here?
- Does life have meaning and purpose?
- Is there right and wrong?
- Is there a God?
- Who am I?

Every worldview answers these questions differently based on the ideas and presuppositions that underpin them. We must not only look at the roots (ideas and beliefs) of a worldview but of the fruit it produces. What kind of people and societies does it produce when lived out in the real world?

**3. Which worldview is true?**

Truth can be understood in two ways: with our minds (Romans 12:2) and with our hearts (Hebrews 4:12). We believe truth can be tested in at least four ways. These tests can be applied to worldviews to determine their truthfulness:

1. Test of reason: Is it reasonable? Can it be logically stated and defended? Is it consistent and not self-refuting?
2. Test of the outer world: Is there some external, self-corroborating evidence to support it? Worldviews that claim to have roots in history must be corroborated by external evidence.
3. Test of the inner world: Does it adequately match what we experience in our world? How does something line up with what we think and feel?
4. Test of the real world: Are its consequences good or bad when applied in any given cultural context?

**4. How does the “test of the outer world” apply to worldviews and religions?**

If a worldview or religion claims to have its roots in history like Judaism, Christianity, Islam, or Mormonism, the events upon which they are based must be corroborated by external evidence. Is there objective extrabiblical evidence for things like the exodus, the giving of the law to Moses, the resurrection of Jesus, the dealings of Mohammad, and American history as described by Mormonism?

Some worldviews like Secularism or Postmodernism aren't concerned with history or factual events. They are more focused on belief systems and subjective attitudes.

**5. How does the “test of the real world” apply to worldviews?**

The test of the real world looks at what happens when a worldview is lived out. What kind of people or society does it produce and does the fruit match what the worldview promises? Are its consequences good or bad when a worldview is applied in any given cultural context?

In the twentieth century, several worldviews were lived out on a national or international scale. Did Marxism in Russia, China, Cuba, or the other countries where it was tried produce the utopia promised by Marx in *The Communist Manifesto*? Has Secularism has a positive or negative impact on American culture? Has New Spirituality brought higher consciousness and world peace?

Jesus said, “By their fruits you shall know them” (Matthew 7:20, NKJV). This is a great test to apply evenhandedly to all worldviews, including the one you personally hold. Nothing human will be perfect, but which worldview most closely produces what it promises to deliver?

## Chapter 1 Key Points

### Key Questions:

1. What is a worldview?
2. Why is it important to study worldviews?

### Key Verses:

1. Roman 12:2
2. 1 Peter 3:15

### Key Terms:

- |               |                |
|---------------|----------------|
| 1. Biology    | 7. Politics    |
| 2. Economics  | 8. Psychology  |
| 3. Ethics     | 9. Religion    |
| 4. History    | 10. Sociology  |
| 5. Law        | 11. Theology   |
| 6. Philosophy | 12. Worldview* |

*\*Short answer or essay question on the exam*

## CHAPTER 1 ASSIGNMENT

Hello!

Well, I'm finally settled into my dorm room. You wouldn't think that it would take so long to move into a room the size of a closet, but when you're sharing that space with a roommate, you have to be creative.

My roommate, Nathan, is really interesting. After noticing my Bible, he mentioned that he is taking a World Religions class this semester. It sounded like a fascinating class, so I signed up too! My course load this semester is fairly light since it is my first semester and all. In addition to World Religions, I am taking English Composition, Art History, Economics, and Basket Weaving. (Don't laugh!)

Yesterday was the first day of classes. I was really nervous, but I got through it. My World Religions professor is hilarious. He dresses like a hippie and even brought a ukulele to class. It will probably be my most fun course this term. When he began his lecture, he asked each of us to say what religion, if any, we believe in. Many of the students said they believed in Christianity, but a number of them held to Islam, Judaism, and even atheism. Nathan said he was "into spirituality," but I have no idea what he meant by that. I'll have to ask him sometime.

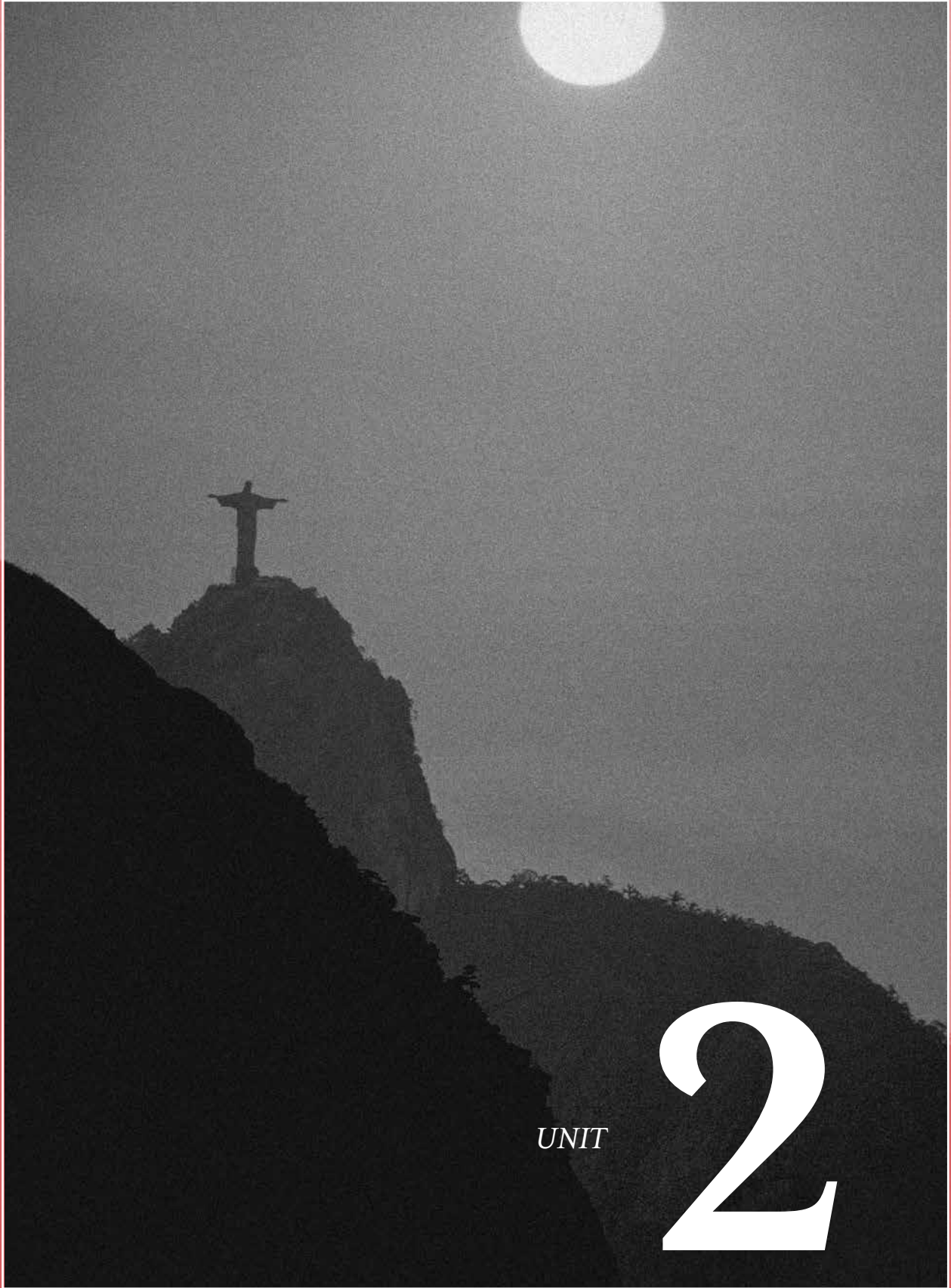
Anyway, back to the lecture. The professor gave a brief rundown of what he called the major "worldviews." Despite my confusion, everyone seemed to understand what that meant, so I didn't ask since I didn't want to look ignorant. He proceeded to say that by the end of the semester, most of the professed Christians would believe something different. Needless to say, I was shocked. After class, I asked the professor why he expected that to happen. We talked for a while before the professor asked me if I thought Christianity was the only way to God. I answered yes, since Christianity is the only religion that acknowledges Jesus as both God and Savior. The professor proposed a different view. He thought that all religions ultimately lead to God. He argued that ultimately religions are just different paths to the same destination. I stammered out a short reply, saying that not all religions believe in Jesus, but it didn't seem to satisfy him. He asked what I knew about other religions, and I admitted that I did not know much. The last thing he said has really had me thinking the last few days. He said, "If you don't know what other religions believe, then how do you know that other religions don't lead to God as well?" I didn't know what to say.

I'd like to be able to defend my faith to him, but the questions he asked made me wonder if I've thought through my beliefs carefully. My professor said he's open to talking about Christianity, but I don't think I know just how to explain it to him. Can you help me figure out what to say? **What is a worldview?** Can you also explain to me **why should we study worldviews?** I mean, I know I should since he pointed out how little I know, but I don't know if I could really say why. He's interested in learning about my beliefs, but **what does it mean to have a Christian worldview?**

Well, it's already past midnight, so I'd better get some sleep. I have a class at 8 a.m. tomorrow and can't skip breakfast if I want to have my brain awake that early!

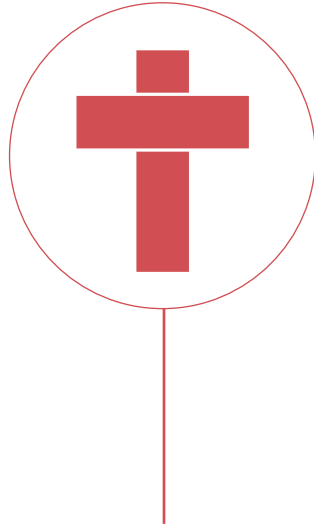
One last thing . . . **do you know why you are a Christian?** I know I am, but after my conversation with the professor, I am not sure I know *why* I am. Just curious.

–Doug



UNIT

2



# CHRISTIANITY

## CHAPTER 2 LEARNING OBJECTIVES

*Students will be able to:*

1. explain Joad's book title *The Recovery of Faith*. [2.1]
2. state what two forms of revelation establish the Christian worldview. [2.2]
3. name the five claims of Christianity. [2.3]
4. define general and special revelation. [2.4]
5. explain how general revelation comes from nature. [2.5]
6. use Romans 1:19–20 to explain general revelation. [2.6]
7. explain why the Bible shows special revelation. [2.7]
8. identify how the Bible points out fallacies in other worldviews. [2.8]
9. use a scripture to examine. [2.9]
10. explain how a blind and dark world can see. [2.10]

**1. Is Christianity a series of made-up stories or “the great myth that turned out to be true”? [2.2]**

The story Christianity tells is sweeping and epic—but it also happens to be true. It’s based on historical events that took place to real people in real places, many of which are recorded in the Bible. And there is evidence outside Scripture that corroborate many, but not all, of its stories. The Bible doesn’t tell us everything we would like to know, but it tells us what we need to know about God, his creation, his work in history, and his plan for his creation.

The Christian worldview still requires faith, but it is a faith grounded in fact.

**2. How do myths, stories, and fairy tales influence the way we think and live? [2.2]**

Humans have always used stories and myths to teach truth, pass along cherished ideas, and influence behavior. What used to be shared orally around campfires now goes viral around the world over the Internet. The medium changes, but the stories remain strikingly similar, from Homer and Aesop to Shakespeare and J. R. R. Tolkien. What inspires us influences us.

Tolkien, C. S. Lewis, and others believed fiction and make-believe can serve as excellent vehicles for real truth. Think of the parables of Jesus. They were made-up stories that taught truth and caused people to think about their lives.

What are some fictional stories that have had an impact on you, and how have they influenced your thinking or inspired how you behave? (Examples)

- King Arthur and the Knights of the Round Table
- Robin Hood
- The Chronicles of Narnia
- Star Wars
- The Lord of the Rings
- Harry Potter

**3. What are the basics of the Christian worldview? [2.2]**

A worldview is a way of seeing the reality around us. The Christian worldview begins with the God who makes himself known through creation and the Bible, which teaches:

- There is a personal God who created the world through his son, Jesus Christ (Col. 1:16).
- God created human beings in his image to have companionship with him (Gen. 1:27).
- Humans fell into sin, which affected all of creation (Gen. 3, Rom. 8:22).
- Jesus Christ paid for sin and bought redemption with his death and resurrection (Rom. 5:8).



Christianity is a theistic worldview that derives its understanding of the world through the teachings of the Bible. It is centered on Jesus Christ. “Christ is at the center of Christianity; all else is circumference” (John Stott).

### Chapter 2.1 Activity

## C. E. M. JOAD AND THE RECOVERY OF BELIEF

**Objective:** Students will identify popular people who profess unbelief and examples of people who profess belief in God.

### Preparation:

- Materials Needed: board and marker
- Time Required: 15–30 minutes

### Procedure:

1. Engage students in a brief conversation about C.S. Lewis and *The Chronicles of Narnia*. Explain that his popularity was in the mid 1900s and ask students why he is still quoted so often.
2. Have the class develop a list of the 10 current, popular people who are vocal in their unbelief in God. Lead a discussion about why these people might be so adamant against Christianity and God. Inquire about what situation or discussion might persuade them that their belief is in error.
3. Direct them to focus on creating a list of 10 current, popular people who are vocal in their belief in God. Discuss how these people use their platform of achievement or popularity to express their views about God.
4. Make a list on the board of suggestions students give of specific items they can pray for the 10 people listed who are unbelievers. Then make a list of prayer points for the 10 believers. Arrange students in prayer groups and allow time for them to pray through the lists.

#### 4. According to Christianity, are we searching for God or does he take the initiative to find us? [2.2]

God has always been the one seeking to restore fellowship with people. He walked in the garden with Adam and Eve, dwelt in the Jewish tabernacle and temple, and ultimately revealed himself in Jesus Christ, who was called Emmanuel—God with us. He is the shepherd who searches for his lost sheep. Through him, God created a way for humans to have eternal life (John 3:16).

**5. Can you briefly state the cosmological argument for God's existence? [2.3]**

The cosmological argument holds that the order and arrangement of the universe point to a first cause, a supreme being outside of creation and responsible for it. Energy itself is not a sufficient cause. It doesn't have a plan, nor can it order the information needed to create and sustain the universe, much less the intelligent humans who dwell within it.

**6. Can you give some examples of the fine-tuning of the universe? [2.3]**

1. The force of gravity
2. The speed of light
3. Original conditions of the universe
4. Charge of an electron
5. The Planck constant
6. Electrical force binding atoms together
7. The cosmological constant, which represents the amount of energy in empty space

John Barrow and Frank Tipler write in *The Anthropic Cosmological Principle*, "The present universe possesses features which are of infinitesimal probability amongst the entire range of possibilities." Astrophysicist Michael Turner puts it more vividly. "The precision is as if one could throw a dart across the entire universe and hit a bull's-eye one millimeter in diameter on the other side." (Dinesh D'Souza, *Godforsaken*)

If the laws of Nature and the physical constants—such as the speed of light, the electrical charge of the electron, the Newtonian gravitational constant, or Planck's quantum mechanical constant—had been different, the course of events leading to the origin of humans would never have transpired. ... Different laws, no humans. (Carl Sagan)

The remarkable fact is that the values of these numbers seem to have been very finely adjusted to make possible the development of life. ... Change the electric charge of the electron just a bit and stars either would have been unable to burn hydrogen and helium, or else they would not have exploded. (Stephen Hawking, *A Brief History of Time*)

**7. The Bible presents a "personal creator" as the "first cause" of everything. There is a person behind the plan, an *author* of the human story. What does it mean to say that God is personal? [2.3]**

The Bible opens with the account of God creating the heavens and the earth. God's intelligence is seen in his ability to plan and carry out creation. He feels joy at the goodness of creation and desires to share it with others. We human beings are made in his image.

Humans made in God's image are personal beings who reflect his personhood. God has the characteristics of a person, including intellect, emotions, and volition. He shows

himself to be rational, relational, and communicative. We share these attributes and so may have a meaningful relationship with him and with one another.

Natural causes, impersonal forces, or blind chance cannot adequately explain the existence of persons—but a personal creator can. He made everything out of nothing through the power of his word.

**8. If God is a person, how can we get to know him? [2.3]**

The universe God created and sustains displays his creativity and character. He is transcendent (beyond and separate from the world), but also immanent (in the world) (Gen. 1:1, John 1:1, Col. 1:16–17). He is also a person, which means we can have a relationship with him. Indeed, this is the reason why we're here. Relationships are at the core of God's being as revealed in the Trinity.

The only reason we can know God is that he has chosen to reveal himself. "To reveal" is from the Greek, *apokaluptō*. It means "to uncover, to unveil, or to lay bare." God has revealed himself in his creation and in his word.

**9. How would you answer a critic like Samuel Beckett who insists life is without meaning? [2.3]**

God created humans in his image so they could be in relationship with one another and with him (Gen. 2). Afterward, he pronounced his handiwork "*very good*." The phrase is "*meod tob*," which means "exceedingly, heartbreakingly, abundantly, richly, loudly, immeasurably good in a festive, generous, happy, intelligent, charming, splendid way."

Humans find joy in relationships with God, with one another, and with creation itself. They also find purpose and meaning in the work God has given them to do.

**10. What are some of the implications of being created by a personal God instead of just evolving through blind chance? [2.3]**

God created humans to play a key role in creation. He made us in his image so he could have a relationship with us. He gave Adam the job of tending the garden and graciously gave him a companion in Eve (Gen. 2:15). They were to be fruitful and multiply and take care of the earth as God's stewards (Gen 1:28).

Relationship and responsibility come at a price, though. Adam and Eve disobeyed, which led to a fall from their privileged position. They were ejected from the garden and lost daily fellowship with God. The image of God in humans wasn't destroyed, but it was distorted and broken. Think of a light bulb with a broken filament. It's still a light bulb, even when something inside is broken. It can no longer perform its original function, but it's still a light bulb.

**11. What are some other things that retain their design or “image” even when they’re broken? [2.3]**

1. A car is still a car even when it doesn’t run.
2. A quarter is still worth 25 cents even if it’s covered with mud.
3. A computer is still a computer even when its files are corrupted.
4. A printer is still a printer even when it runs out of ink.

**12. God’s initial creation was “very good,” but then something very bad happened—sin. How did sin affect creation? [2.3]**

Disobedience in the garden of Eden broke our relationships with God and one another. Adam and Eve chose to ignore God’s warning and to eat from the Tree of the Knowledge of Good and Evil (Gen. 2:9; 3:6). This selfish act dissolved unity and produced shame that led to hiding, lying, and banishment from the garden. Joy and fruitfulness were spoiled by pain, frustration, toil, and death.

One act of disobedience affected all of creation. This is often referred to as “the fall.” Spiritual and physical death resulted. All the descendants of Adam are born under the curse of sin and, without God’s redemption, will remain slaves to sin.

Fallen human beings play the “blame game.” Adam blamed God for creating Eve and blamed her for giving him the fruit. Eve blamed the serpent for tempting her (Gen. 3:12–13). As their children, we also judge ourselves by our good intentions and impute bad motives to others. Sin continues to affect all of our relationships.

**13. How does God respond to the fall? [2.3]**

In a word, he “redeems.” God doesn’t leave our hearts and his world broken. He sets about redeeming both humanity and his creation, starting in the garden. He tells the serpent, “I will put enmity between you and the woman, and between your offspring and her offspring; he shall bruise your head, and you shall bruise his heel” (Gen. 3:15). The one who deceives at the beginning is crushed in the end (Rom. 16:20, Rev. 12:9).

We see glimpses of God’s redemptive plan throughout history in events like the Passover (Exod. 12). It comes to fruition in Jesus Christ, the lamb who takes away the sins of the world (John 1:29). The sacrifice of Jesus redeems us from the consequences of sin (1 Cor. 15:3–4). God has promised to redeem all creation with a new heavens and a new earth. Eternity is not an escape from the physical, but the redemption of it when all things are made new (Rev. 21:1–5).

**Chapter 2.4 Activity****GENERAL AND SPECIFIC REVELATION: HOW GOD MAKES HIMSELF KNOWN**

**Objective:** Students will create a model and determine how to establish a relationship with it as its creator.

**Preparation:**

- Materials Needed: modeling clay
- Time Required: 30–45 minutes

**Procedure:**

1. Distribute modeling clay to each small group. Explain that each group will create a model of a new person or creature that will be their new best friend forever (BFF). Guide the groups to brainstorm unique characteristics they want to design into this new person or creature that will be with them all the time. For example, if a student has a hard time getting up in the morning, his BFF would have a built in alarm clock that wakes them up by projecting a video game onto the ceiling for them to play together. Allow time for them to write down the features and to create a prototype of their BFF.
2. After about 15 minutes, have groups share their creation with the class. Take time to ask questions about the BFF, such as what unique characteristics were chosen.
3. Then inform students that their BFF will become alive, but they will have to make themselves known to it and convince it to want to be with them. Have the groups dialogue about what methods they would use to show the BFF that they created it, and it was made uniquely to be with them.
4. After about five minutes, have the groups share their strategies. Discuss how far they would go to let this BFF know it was created to be with them. Ask students why they would go to great lengths to build a relationship with the BFF.
5. Liken this activity to the great lengths that God goes to daily to make Himself known to His creation. Discuss how the students would feel if their specially created BFF did not want a relationship with them. Ask how long they would spend trying to establish a relationship and why.

**14. What's the difference between general revelation and special revelation? [2.4]**

God has revealed himself in a *general* way through creation (**general revelation**), which can be read by anyone willing to see.

**Special revelation** refers to the words and deeds recorded in the Bible. Jesus Christ is the focal point of special revelation: “Long ago, at many times and in many ways, God spoke to our fathers by the prophets, but in these last days he has spoken to us by his Son, whom he appointed the heir of all things, through whom also he created the world” (Heb. 1:1–2).

On the one hand, *general revelation* is God's communication of Himself to all persons, at all times, and in all places. *Special revelation*, on the other hand, involves God's particular communications and manifestations which are available now only by consultation of certain sacred writings. (Millard Erickson)

**15. What are the two basic explanations of how the universe—and the life within it—came into being? [2.5]**

**Intelligent Designer:** The simplest explanation is also the most straightforward, “In the beginning God created the heavens and the earth” (Gen. 1:1) and “everything in it” (Acts 17:24). It is natural for children to believe the world was created on purpose and many world-class scientists agree, even if they are less certain about the nature of the creator. The crux of this argument is reinforced by our everyday experiences: a design suggests a designer.

The heavens declare the glory of God, and the sky above proclaims his handiwork. (Ps. 19:1)

**Impersonal Forces:** It takes a great deal of faith to believe that impersonal forces, blind chance, and endless time could create intelligent life. There's no hard evidence to support this claim, only theories. Raw energy produces chaos and explosions, not order and information. The fine-tuning of the universe to sustain life, known as the cosmological principle, is statistically impossible according to many scientists, even non-Christians. “There is a better chance of producing a Boeing 747 via a junkyard explosion than there is of arriving at life by accident” (Fred Hoyle).

The more I study science the more I am impressed with the thought that this world and universe have a definite design—and a design suggests a designer. It may be possible to have design without a designer, a picture without an artist, but my mind is unable to conceive of such a situation. (Paul Amos)

Either a supreme mind conceived of and created the universe, or energy and matter are eternal and formed the universe by accident. There aren't any other viable options.

**16. Can general revelation lead people to God? [2.6]**

General revelation gives us a basic knowledge of God. The design and beauty of the finely tuned universe point to a creative and intelligent designer. Similarly, the moral law written upon our hearts implies a moral lawgiver.

For what can be known about God is plain to them, because God has shown it to them. For his invisible attributes, namely, his eternal power and divine nature, have been clearly perceived, ever since the creation of the world, in the things that have been made. *So they are without excuse.* (Rom. 1:19–20, emphasis added)

While general revelation can point people to the Creator, this knowledge isn't enough to lead them to a saving knowledge of Christ. If we want to understand why we are here, what is wrong with us, and God's plan for putting things right, we need the special revelation given in the Bible.

**17. Can a person who has never read the Bible or heard the gospel have a saving faith in God? [2.6]**

*[This is a tough question. Aim more for a thoughtful discussion than a definitive answer.]*

Many people believe in a God who controls their lives and destinies. They may not know about redemption in Jesus Christ (special revelation) but they know some things about the character of God from his natural handiwork (general revelation). Is faith in “what can be known” about God through general revelation enough when that's all a person has?

There are examples in Scripture of true believers outside the community of faith, for example, Melchizedek (Gen. 14). And there are many examples of God communicating directly to people apart from the written word, for example, Moses, Abraham, and Jonah. History is full of stories of missionaries finding faith already active in remote communities, even if all the details about the deity aren't accurate.

When it comes to saving faith apart from special revelation, we can agree with Abraham: “Shall not the Judge of all the earth do what is just” (Gen. 18:25)?

**18. What does special revelation add to general revelation? [2.7]**

Special revelation gives specific answers to key questions such as:

- Why are we here?
- What's wrong with us?
- Why can't we fix ourselves?
- What is God like?
- What does God want us to do?
- What happens to us after we die?

Special revelation shows God's love for humanity in his original intention for us and in his intervention on our behalf after the fall. He repairs the damage caused by sin by sending his Son to redeem us.

**19. What does the doctrine of “divine inspiration” mean? [2.7]**

It refers to the belief that the Bible is divinely inspired, literally “God-breathed” (2 Tim. 3:16–17). This is how God preserved his special revelation. Supporting evidence for this doctrine includes the following:

- The unity of the Bible's teachings despite being written by many different authors over many centuries.
- The billions of lives that have been changed by the Bible.
- The power of the Bible's moral teachings to radically change individuals and shape entire civilizations.

**20. How are we to understand the Bible? [2.7]**

God has given us his Word and preserved its truthfulness. He's also given us his Holy Spirit to help us understand and apply its teachings. *Interpretation* (what the text means) precedes *application* (what the text means to me). And both of these take careful, disciplined study. “Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth” (2 Tim. 2:15).

**21. What does the Bible say about humanity? [2.7]**

Humans are made in the image and likeness of God (Gen. 1:26). This is a better explanation for the intelligence of humans than random evolution. Even Charles Darwin admitted, “With me, the horrid doubt always arises whether the convictions of man's mind, which has been developed from the mind of lower animals, are of any value or at all trustworthy. Would anyone trust in the convictions of a monkey's mind, if there are any convictions in such a mind?”

**22. What does the Bible say is wrong with us? [2.7]**

The Bible clearly teaches that our hearts are deceitful and desperately sick (Jer. 17:9). Even our righteous acts are unclean (Isa. 64:6) because they are motivated by pride and selfishness. The universal problem is sin. Indeed, “all have sinned and fall short of the glory of God” (Rom. 3:23). The law was given to show us our sinful nature and point us to the one who can save us, the sinless savior, Jesus Christ.



**23. What does the Bible say about how we should live? [2.7]**

There is an absolute moral truth that applies to all people in all cultures at all times. That same truth is written on every human heart. The apostle Paul calls this “the work of the law ... written on their hearts, while their conscience also bears witness” (Rom. 2:15). We don’t have the ability to live up to that moral order on our own. The power of the Holy Spirit enables us to “abhor what is evil [and] hold fast to what is good” (Rom. 12:9).

**Chapter 2.8 Activity****HOW ARE WE TO UNDERSTAND OTHER WORLDVIEWS BASED ON THE BIBLE?**

**Objective:** Students will explain how the Bible points out the fallacies of worldviews.

**Preparation:**

- Materials Needed: Bible
- Time Required: 10–20 minutes

**Procedure:**

1. Divide the class into four groups and assign one of the following to each group: Islam, Secularism and Marxism (combining two worldviews), New Spirituality, and Postmodernism. Have each group brainstorm ways the Bible points out the fallacies of its assigned worldview. Emphasize the need to include Scriptures in their arguments.
2. Let each group choose a spokesperson to present their arguments to the class.

**24. How does biblical Christianity compare to other worldviews? Upon what core truths do they agree or disagree? [2.8]**

**Islam:** Muslims believe in one God, but they don’t believe in the Trinity. They acknowledge Jesus as a prophet, but they don’t believe in his divinity or his resurrection for the salvation of humanity. They believe in moral absolutes based upon Holy Scripture, but they believe the Quran, not the Bible, is God’s final word to us. Islam cannot answer the ultimate questions in life in a way that satisfies the tests of truth.

**Secularism and Marxism:** Both of these are materialistic philosophies. They reject the God of the Bible and rely what they understand to be true of science as the basis for knowledge and morality. Science is good for a great many things, but it doesn't answer the big questions: Why are we here? What makes life worth living? Why do we feel joy and guilt? Why do we appreciate beauty and goodness? Christianity, on the other hand, has reasonable answers to life's mysteries.

**New Spirituality:** This is spirituality without the Spirit. God is impersonal consciousness. There are no fingerprints on creation and no divine author behind the Bible. All roads lead to god—although there is no one waiting at the end of the road to greet us when we arrive. They believe Jesus was a great teacher, but certainly not who the Bible claims he is, “the way, the truth, and the life” (John 14:6).

**Postmodernism:** As with New Spirituality, postmodernism considers truth to be subjective. It is suspicious of all truth claims, posing instead that all truth is “situated” in individual and without experiences. Christians and postmodernists do agree in rejecting “scientific materialism,” the idea that only matter exists and that only science can discover the nature of reality.

## 25. Is Christianity a reasonable worldview or does it have to be taken by blind faith? [2.9]

Faith by its very nature is “beyond reason,” but it is not contrary to it. Christians are called to defend their faith in the marketplace of ideas. The apostle Paul debated with philosophers and atheists, refuting their ideas with Christian ideas. He argued with atheistic Epicureans and pantheistic Stoics—the Secularists and New Spiritualists of his time—about the resurrection of Jesus Christ, the creation of the universe by God, and the judgment to come (Acts 17:18–31).

The Bible tells us how to prepare for this conflict of worldviews:

- “Destroy arguments and every lofty opinion raised against the knowledge of God, and take every thought captive to obey Christ” (2 Cor. 10:5).
- “Walk in him, rooted and built up in him and established in the faith, just as you were taught, abounding in thanksgiving” (Col. 2:6–7).
- See to it that we are not taken “captive by philosophy and empty deceit, according to human tradition, according to the elemental spirits of the world, and not according to Christ” (Col. 2:8).
- Be “zealous for what is good” without fear, “always being prepared to make a defense to anyone who asks” for a reason for our hope, and to do so “with gentleness and respect, having a good conscience,” that puts slanderers to shame. Along with this, we must be willing to “suffer for doing good, if that should be God’s will, than for doing evil” (1 Pet. 3:13–17).

### Chapter 2.10 Activity

## IF CHRISTIANITY IS TRUE, WHY DOESN'T EVERYONE SEE IT?

**Objective:** Students will demonstrate how a blind person can “see.”

### Preparation:

- Materials Needed: blindfold
- Time Required: 15–30 minutes

### Procedure:

1. Select a volunteer to wear a blindfold. Once the blindfold is secure take any random object (coin, shoe, power cord, etc.) and hand it to any student or place it anywhere in the room.
2. Tell the blindfolded volunteer that he or she will win \$1,000,000 instantly if he or she correctly identifies the object hidden and the exact location of it. Explain that only one answer can be given. Do not answer any questions from the volunteer.
3. After he or she guesses, ask if there is another volunteer who might have a strategy to help with the guess. Allow a couple more volunteers. If a volunteer calls out to a friend to give a clue or you are ready to move on to the discussion, stop the demonstration and discuss the logic of a blind person calling out to someone who can see.
4. Point out the truths from the lesson that the world is dark, and we are blind. Remind students that when they have received Christ’s salvation they are full of light and can bring revelation to a dark, blind world. Take time for student volunteers to pray for family and friends who are living in darkness to see the light of truth.

### 26. If the evidence from general and special revelation is so compelling, why doesn't everyone become a Christian? [2.10]

In many cases, people simply do not wish to acknowledge the existence of the God of the Bible because they love the darkness more than the light. Even though God’s invisible power and divine nature are clearly shown through creation (Rom 1:20), “by their unrighteousness [they] suppress the truth” (Rom 1:18) and ignore God’s truth in favor of the lies of their own minds. They invent counterfeit worldviews in an attempt to shed light on their own paths.

According to John 1:1–5, humans have two problems: the world is dark and we are blind. In the case of general revelation, what is true about God is plainly seen. But when it comes to special revelation, the Christian worldview must be believed to be understood. God has to open our eyes and reveal himself to us.

## “THE GOSPEL OF MARK” READING

Mark was probably the first gospel written, most likely by John Mark (Acts 12:12, 25; 15:37) and perhaps from Rome. The gospel is quoted extensively in Mathew and Luke. Mark emphasizes

- the cost of discipleship;
- the teachings of Jesus, often in parables;
- the miracles showing Jesus is the Son of God;
- the necessity of the cross.

Outline of Mark:

- The beginnings of Jesus’s ministry, mostly in Galilee (1:1–6:29)
- Withdrawing from Galilee (6:30–9:50)
- Jesus’s ministry in Judea and Perea (chapter 10)
- The passion of Jesus (chapters 11–15)
- The resurrection of Jesus (chapter 16)

The gospel reveals the worldview of Jesus in word and deed. He preaches the kingdom of God and explains it in parables. He also demonstrates its power in healings and exorcisms. He shows compassion to the needs of the people and calls out the religious leaders for their hypocrisy.

Chapters 11–15 are dedicated to the last week of Jesus’s life, with chapter 16 dealing with his resurrection. These last words and actions of Jesus before his crucifixion reveal what was most important to him and what he wanted his disciples to pass on to future generations.

**Read chapters 1–3 and 11–16  
in whichever Bible translation you prefer.**

- 1. Why do you think Jesus called a group of disciples to follow him and share his life in intimate detail (Mark 1:17–18)? What was he looking for in these original disciples? What were they looking for in him?**

Jesus was starting a revolution and he needed followers who understood his message and would spread it after his death. He wanted disciples who would see and experience his love and would love others as he had loved them. He made disciples who would go on to make disciples ... who would go on to make disciples ... (Mark 16:15).

The disciples were looking for the promised Messiah. They could tell Jesus was different. He had power and authority like they had never seen before. He could heal the sick and command demons to leave. He even put himself above the narrow interpretation of the Law. Jesus was like no other prophet, even John the Baptist. They wanted to be part of his new kingdom.

- 2. The parable was Jesus’s favorite teaching tool. His short yet powerful stories are so memorable that even people who have never read the Bible know many of them. See how many of the main parables in Mark you can name. Which is your favorite? Why?**

- Parable of the Sower, Mark 4:1–20
- Parable of the Seed Growing Secretly, Mark 4:26–29
- Parable of the Mustard Seed, Mark 4:30–32
- Parable of the Wicked Tenants, Mark 12:1–11
- Parable of the Budding Fig Tree, Mark 13:28–32
- Parable of the Faithful Servant, Mark 13:33–37

- 3. According to Jesus, what are the two greatest commandments (Mark 12:28–34)? What makes them so important?**

The first commandment is to love God with all our heart, soul, mind, and strength (see Deuteronomy 6:5–6). The apostle John later wrote that God is love and it is by our love that people will know we are his children and Christ’s followers (John 13:35; 1 John 4:16).

The second commandment is to love others as we love ourselves. This even applies to our enemies, which makes Christian love (*agape*) different from all other loves.

4. **Mark 11 records two instances where the meek and mild Jesus became angry or destructive: cursing the fig tree and cleansing the temple. Why did he do it, and why wasn't it sin?**

Anger is a valid emotion. It can lead to sin but it is not a sin in and of itself. God gets angry and his Son, Jesus, became angry on more than one occasion (Mark 3:5; 11:15–18). He handled his anger in an appropriate way, though.

The withered fig tree was an object lesson to his disciples and the cleansing of the temple was a lesson to the nation that his house was to be a house of prayer, not a marketplace.

5. **Who was responsible for the death of Jesus?**

Several parties played a hand in the death of Jesus, from his own Father to his archenemy, Satan. On the human level, the high priest condemned Jesus and the Sanhedrin confirmed the death sentence. But since the Jews didn't have the right of capital punishment, they had to send him to the Roman governor, Pilate.

Pilate knew Jesus was innocent but ordered him crucified anyway. And when he offered the Jewish crowds a chance to free Jesus, they cried for his execution.

Ultimately, the sins of the human race—including ours—are the reason Jesus had to die.

6. **What does it mean to *be* a disciple of Jesus? What does it mean to *make* disciples (Mark 16:15)?**

A disciple is a follower. Discipleship means more than just believing a message; it means living the same way as the Master. Discipleship isn't taught; it's caught. That's why Jesus called his first disciples to live with him. They, in turn, were to open their lives to others and show them “the way” by example.

Making disciples is convincing people to become followers of Jesus who obey his teachings and seek to live like him.



## “THE CHRISTIAN WORLDVIEW” VIDEO

Dr. Jeff Myers shows how the Christian worldview is shaped by the Bible, which is a true account of who God is and what he has done. The big story of the Bible has three parts: creation, fall, and redemption.

The world was created “very good” in every possible way; but humans chose to sin, which means to depart from a good way of life. God’s response was to redeem the world by becoming human in Jesus Christ—the incarnation. Jesus is the way, the truth, and the life (John 14:6). To follow him has implications in every area of life, which Myers briefly outlines with a worldview chart showing what Christianity asserts in ten important areas.



*To access this video, go to [www.summitu.com/utt](http://www.summitu.com/utt) and enter the passcode found in the back of your manual.*



## “THE CHRISTIAN WORLDVIEW” VIDEO OUTLINE

**All people are religious, not just Christians.** \_\_\_\_\_ **Religion** \_\_\_\_\_ is a set of beliefs about the cause, nature, and purpose of the universe. To reject one belief is to accept another. Even an atheist has a set of beliefs. Even a person with no beliefs has a set of beliefs.

Everybody has a religion. Everybody has faith. But is their faith worthy? Is it based on truth?

**Christianity draws on two sources of revelation: \_\_\_\_\_ nature \_\_\_\_\_ and the Bible.**

The Bible is a true account of who God is and what he has done. From the Bible we can draw lessons about how we should live. The big story of the Bible has three parts:

1. \_\_\_\_\_ **Creation** \_\_\_\_\_: God created the world and humankind. A relational creator created human beings to do two things: to relate and create (Genesis 1:1; Colossians 1:16, 17). God made everything “very good” in every possible way (Genesis 1:31).
2. \_\_\_\_\_ **Fall** \_\_\_\_\_: Humans fell into sin. Sin is to depart from a good way of life or to miss the mark. The fall affects everyone (Jeremiah 17:9; Romans 3:10–23). We live in a world that is not as it ought to be.
3. \_\_\_\_\_ **Redemption** \_\_\_\_\_: God is in the process of redeeming his people and all of creation (Genesis 3:15; Romans 16:20). Redemption means to restore to a healthy state. It makes it possible for us to crush Satan.

Incarnation is the key component of God’s redemptive plan. God became flesh and lived among us. The incarnation is one reason Christianity has had such an influence on the world.

Jesus defines the \_\_\_\_\_ **incarnation** \_\_\_\_\_ in John 14:6. He is the way, the truth, and the life. He is the answer to three important questions in life:

- What is good?
- What is true?
- What is beautiful?

**The evidence for Jesus’s claims can be seen in the many ways the world is better because of Christianity.** Some examples include abolition of slavery, rights for women and children, hospitals, and higher education. Cultures that deny Christ don’t fare well (e.g., Nazi Germany, Communist Russia, and China).

Christianity has a consistent and coherent \_\_\_\_\_ **worldview** \_\_\_\_\_ based on the Bible and the life and ministry of Jesus.





## “THE CHRISTIAN WORLDVIEW” DISCUSSION QUESTIONS

### 1. How would you prove the statement, “All people are religious, even atheists?”

**Religion** is a set of beliefs about the cause, nature, and purpose of the universe. Even an atheist has a set of beliefs. Even a person with no beliefs has a set of beliefs, a way of explaining how everything got here and where everything is headed. To reject one belief is to accept another by default.

Everybody has faith in what he or she believes. But is their faith worthy? Is it based on truth? Those are the real questions to which even an atheist has an answer.

### 2. What does it mean to be made in the image of God?

Image doesn't have to do with physical form since God doesn't have a body. It has to do with the nature of being a person. Humans are relational because God is relational. We are creators because God is a creator.

The image of God was affected by the fall of humanity into sin, but it was not destroyed. Sin is like rust on a car; it is damaging and can ultimately destroy us if not dealt with. Redemption is God's plan to bring healing and wholeness to humanity.

### 3. Why is the incarnation the key to redemption?

**Redemption** is the process of restoring creation and human beings to a state of health and wholeness. God has been in the process of healing his people since the fall (Genesis 3:15; Romans 16:20). Redemption also makes it possible for us to crush Satan and undo his work of destroying God's creation.

The incarnation was God becoming flesh and living among us. He came into our broken reality from outside in the person of Jesus Christ. He made atonement for sin and showed us what it means to be made in the image of God. Jesus Christ is the only means by which we can be redeemed.

### 4. How does Jesus answer the three great philosophical questions of life: What is good? What is true? What is beautiful?

In John 14:6 Jesus claims to be the way, the truth, and the life. Those who follow his way, believe his truth, and copy his life example have made the world a better place. Christ followers have been the leading force in abolishing slavery, championing the rights of women and children, establishing hospitals and higher education, etc.

- What is good? — The way Jesus lived and called others to follow.
- What is true? — The moral courses of action Jesus taught.
- What is beautiful? — The meaningful life of love for God and others.

5. Here are the ten areas that comprise a worldview from the chart at the end of the lecture. Rank them in their order of importance, and be ready to justify your rankings.

1. **Theology:** the study of God
2. **Philosophy:** the study of knowledge and the nature of ultimate reality
3. **Ethics:** the study of moral conduct, values, duties, and goodness
4. **Biology:** the study of life and living organisms
5. **Psychology:** the study of the human soul
6. **Sociology:** the study of human societies and institutions
7. **Law:** the study of ordinances designed to help citizens get along
8. **Politics:** the study of community governance
9. **Economics:** the study of the management of resources
10. **History:** the study of past places, persons, and events

### Chapter 2 Key Points

#### Key Questions:

1. What are the tenets of the Christian worldview?

#### Key Work:

1. The Holy Bible

#### Key Terms:

1. Christianity\*
2. General Revelation
3. Special Revelation

#### Key Verses:

1. Act 17:22–34
2. 2 Corinthians 10:3–5
3. Colossian 2:6–8
4. 1 Peter 3:13–17

*\*Short answer or essay question on the exam*

## CHAPTER 2 ASSIGNMENT

Hey there!

Intramurals have started up here at the university, and I've joined one of the soccer teams! I met a girl named Sarah (she's on my team), and we've chatted a few times. The other day after practice, I asked Sarah how her weekend was, and she said she had a great time clubbing with some friends on Saturday night. I asked her what she did on Sunday, and she laughed at me. I guess she stayed out so late that she didn't wake up until one or two p.m. Well, I was up much earlier than that. I did play quite a bit of ultimate Frisbee with my roommate on Saturday, but I wasn't too tired for church on Sunday morning. I guess Sarah doesn't go to church. She doesn't even believe in God. As a biochem major, she said she doesn't believe in anything she can't investigate with her five senses. As she put it, "If God existed, why hasn't he made himself known?"

I knew she was wrong. So I told her that God *has* made himself known—through Jesus Christ. That's how I know him! She smiled wryly and asked, "Have you ever seen him? Have you touched him? Have you heard him?" I didn't quite know how to respond to her. Of course I haven't seen God, but I still know he's real.

I told her that the most convincing element of Christianity for me is the evidence of my changed life. Through Christ, God saved me from my sin and ultimately from myself. She asked defensively if I thought everyone needed saving from sin and from themselves. Of course, I told her yes. Everyone needs Jesus.

She replied that she, for one, was doing just fine on her own. She told me she didn't think there was anything wrong with her, so there's nothing for God to fix. And she wondered why I would believe all this "Jesus talk" without any evidence that he actually exists.

I told her that's exactly what faith is; it's believing something in spite of the evidence. If we knew everything, we wouldn't need to have faith, right? She just laughed at me, shaking her head condescendingly. She told me that "blind faith" might work for Christians, but she would only believe in something if there were good evidence for doing so.

As you can see, I got myself into a bit of a bind. I know I have good reasons for believing everything I told her, but I am having trouble articulating it. I wonder if you could help! I know God has revealed himself, but **in what ways has God made himself known?** I was also confused when I told her why I need Jesus. I know we all need Jesus. I know we all sin, but **what's wrong with humanity?** And **what is God's plan for redeeming humanity?** Lastly, her comments about "blind faith" unsettled me as well. I've always thought that faith was blind, but I wish that it wasn't. **Is biblical faith really blind?** I hope you can help me out!

Gotta go! Bye!

—Doug