

EPOCH

*The Rise and Fall
of the West*

— *The Story of* —
FREEDOM

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FREEDOM

Student Workbook



Generations

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COURSE DESCRIPTION

SUMMARY

The story of Western civilization is a story that must be told!

Although this course follows both the rise and fall of the culture, the economy, the political liberties, and the social order of a civilization, the positive impact of Jesus Christ is not to be missed. All Christians in every nation until the end of the world must hear this phenomenal story. Indeed, the repercussions of Christ's influence on Western culture have already rippled into the whole world, and that will no doubt continue to the end of history. Let us give our Lord Jesus Christ due credit for such amazing transformational influence brought about on the whole world. No other civilization was more impacted by the Christian faith in the 2,000 years following the resurrection of Christ.

It is especially important that all Christian students know the story during this period of a precipitous decline of Western civilization. They need to know that the constructive work came by Christ and the discipleship of nations, while the destructive work came by post-Christians at the end. But more importantly, the remnant in Christian homes must carry the heritage forward into future generations. Let us not lose the precious inheritance now. As Christ carries, let us continue to build on the deposit left for us.

As with every history course taken from a biblical worldview, we will acknowledge the absolute sovereign rule of Christ over the world. We note the judgments and mercies of God upon nations. These are not random occurrences in a chance universe. God's purposes are playing out in history. Christ is building His church.

It is assumed in *Epoch*, based on biblical teaching, that Jesus Christ's church has continued since it was founded. The Christian church did not begin with the Reformation, or with some particular denomination or cult in the 19th century. Admittedly, there have always been varying degrees in faithfulness both to orthodoxy (right doctrine) and orthopraxy (right practice) among Christian churches. Some sins and some doctrinal errors are more egregious than others. The intent is to present the positives and negatives, not whitewashing the errors of the Christian West, but still recognizing the progress made. The student is always encouraged to hold the standard of God's Word to the entire account.

This full-year, high school level course uses two texts:

- ✓ Kevin Swanson, *Epoch: The Rise and Fall of the West* (Generations, 2021)
- ✓ Kevin Swanson, *The Story of Freedom* (Generations, 2019)

COURSE OBJECTIVES

It is the sincere hope of the author that students who study this course will:

- ✓ Recognize the Lord Jesus Christ as preeminent in all things and sovereign Ruler over all things to the church.
- ✓ Realize patterns in history where nations are blessed whose God is the Lord, and nations who disobey God subject themselves to His judgments
- ✓ Find relevance in these historical studies for themselves; that these studies would render meaning and purpose to history.
- ✓ Understand the necessity of humility and the fear of God both for individuals and nations.
- ✓ Better understand the times in which they live given an understanding of what has gone before.
- ✓ Gain an optimism for the kingdom of God worldwide, even as the great empires of men rise and fall.
- ✓ Realize the futility of human endeavors apart from service to the Lord.
- ✓ Develop a mind and an eye for the most important events in history from a distinctly Christian world and life view.
- ✓ Better appreciate the Church of Christ for which He died.

- ✓ Know Scripture better and realize its amazing relevance to history and life.
- ✓ Give glory to God and praise for His wonderful works He has done.

VOCABULARY STUDY

Building one's vocabulary is one of the most worthwhile pursuits a student undertakes. Those persons who gain a strong vocabulary are typically better communicators, thinkers, and readers. Vocabulary study must not be limited to English grammar courses. Having a good vocabulary is important to reading material in any discipline. For these reasons, one of the activities in this history/social studies course is vocabulary study. Students will be learning new words, many of which may be difficult, in every chapter. Definitions are provided in the glossary in the back. Some words used may shift in their meaning over time, and most of these words have more than one definition, depending on the context. Students will also be engaging in critical thinking about how and why words are used in certain contexts.

READING STRATEGIES

Both *Epoch* and *The Story of Freedom* average at Grade 11.4 on the Flesch-Kincaid Reading Scale, Grade 11 on the SMOG Reading Scale, and Grade 11.4 on the Automated Readability Index. This course is recommended for 10th through 12th grade students.

For students who are having difficulties keeping up, remember that comprehending the content is more important than strictly following the schedule. The students may wish to break up the reading assignments into more manageable chunks. Taking notes on the reading, marking up the books in the margins, and asking questions along the way are all helpful methods. Teacher/parents may ask the students to summarize the main points of the passage in their own words. Also, the student may make generous use of the glossary provided at the back of this workbook as a reading aid. To better understand the material, the student may also refer back to previous material and always pay attention to the headings in the text. The reader does best when the curiosity is piqued, when he/she agrees or disagrees with the text, or when the text bears special relevance on current issues.

ESSAYS

There are Essay Grading Criteria Sheets provided in the back of the book to help the teacher grade essays. The teachers should consider these questions when grading the essays:

- ✓ What is the point of the essay? Is the thesis clear?
- ✓ What about the organization and flow? Could you outline the essay, and are there meaningful connections between each paragraph and the following?
- ✓ Is there sufficient support for the ideas or arguments?
- ✓ What is the quality of insight? Does the student convey interesting and helpful knowledge?
- ✓ What about the clarity of writing? How much work do you have to employ to understand the essay?
- ✓ How does the writing style communicate? Is it too conversational? Is it too wordy?
- ✓ What about care in mechanics? Syntax, grammar, and spelling?

GRADING OPTIONS

It is always the prerogative of an educator to assess student grades however he or she might deem best. The following is only a suggested guideline based on the material presented through this course:

To calculate the percentage of the worksheets and quizzes the educator may use the following guide. Divide total number of questions correct (example: 43) by the total number of questions possible (example: 46) to calculate the percentage out of 100 possible. $43/46 = 93$ percent correct.

The suggested grade values are noted as follows: 90 to 100 percent = A; 80 to 89 percent = B; 70 to 79 percent = C; 60 to 69 percent = D; and 0 to 59 percent = F.

Kevin Swanson

May 2021

SUGGESTED DAILY SCHEDULE - EPOCH

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read Preface			
	Day 2	Complete Preface Worksheet			
	Day 3	Read Introduction			
	Day 4	Complete Introduction Worksheet			
	Day 5				
Week 2	Day 6	Read Chapter 1			
	Day 7				
	Day 8				
	Day 9	Complete Chapter 1 Worksheet			
	Day 10				
Week 3	Day 11	Read Chapter 2			
	Day 12				
	Day 13				
	Day 14	Complete Chapter 2 Worksheet			
	Day 15				
Week 4	Day 16	Complete Exam 1			
	Day 17	Read Chapter 3			
	Day 18				
	Day 19				
	Day 20				
Week 5	Day 21	Complete Chapter 3 Worksheet			
	Day 22				
	Day 23	Read Chapter 4			
	Day 24				
	Day 25				
Week 6	Day 26	Complete Chapter 4 Worksheet			
	Day 27				
	Day 28	Read Chapter 5			
	Day 29				
	Day 30				
Week 7	Day 31	Complete Chapter 5 Worksheet			
	Day 32				
	Day 33	Read Chapter 6			
	Day 34				
	Day 35				
Week 8	Day 36	Complete Chapter 6 Worksheet			
	Day 37				
	Day 38	Complete Exam 2			
	Day 39	Read Chapter 7			
	Day 40				

Date	Day	Assignment	Due Date	✓	Grade
Week 9	Day 41	Read Chapter 7			
	Day 42	Complete Chapter 7 Worksheet			
	Day 43				
	Day 44	Read Chapter 8			
	Day 45				
First Semester-Second Quarter					
Week 1	Day 46	Complete Chapter 8 Worksheet			
	Day 47				
	Day 48	Read Chapter 9			
	Day 49				
	Day 50				
Week 2	Day 51	Complete Chapter 9 Worksheet			
	Day 52				
	Day 53	Read Chapter 10			
	Day 54				
	Day 55				
Week 3	Day 56	Complete Chapter 10 Worksheet			
	Day 57				
	Day 58	Read Chapter 11			
	Day 59				
	Day 60				
Week 4	Day 61	Complete Chapter 11 Worksheet			
	Day 62				
	Day 63	Read Chapter 12			
	Day 64				
	Day 65				
Week 5	Day 66	Read Chapter 13			
	Day 67				
	Day 68				
	Day 69	Complete Chapter 13 Worksheet			
	Day 70				
Week 6	Day 71	Read Chapter 14			
	Day 72				
	Day 73				
	Day 74	Complete Chapter 14 Worksheet			
	Day 75				

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 76	Complete Essay Assignment			
	Day 77				
	Day 78				
	Day 79				
	Day 80				
Week 8	Day 81	Complete Exam 3			
	Day 82				
	Day 83				
	Day 84				
	Day 85				
Week 9	Day 86				
	Day 87				
	Day 88				
	Day 89				
	Day 90				
		Final Grade			

SUGGESTED DAILY SCHEDULE - THE STORY OF FREEDOM

DATE	DAY	ASSIGNMENT	DUE DATE	✓	GRADE
Second Semester-First Quarter					
Week 1	Day 1	Read Preface and Chapter 1			
	Day 2				
	Day 3	Complete Preface Worksheet 1 and Chapter 1 Worksheets 1-4			
	Day 4				
	Day 5				
Week 2	Day 6	Read Chapter 2			
	Day 7				
	Day 8	Complete Chapter 2 Worksheets 1-4			
	Day 9				
	Day 10				
Week 3	Day 11	Complete Essay 1			
	Day 12				
	Day 13				
	Day 14	Take Exam 1			
	Day 15				
Week 4	Day 16	Read Chapter 3			
	Day 17				
	Day 18	Complete Chapter 3 Worksheets 1-4			
	Day 19	Read Chapter 4			
	Day 20				
Week 5	Day 21	Complete Chapter 4 Worksheets 1-2			
	Day 22	Read Chapter 5			
	Day 23				
	Day 24	Complete Chapter 5 Worksheets 1-4			
	Day 25				
Week 6	Day 26	Read Chapter 6			
	Day 27				
	Day 28	Complete Chapter 6 Worksheets 1-3			
	Day 29	Read Chapter 7			
	Day 30				
Week 7	Day 31	Complete Chapter 7 Worksheets 1-4			
	Day 32	Read Chapter 8			
	Day 33				
	Day 34	Complete Chapter 8 Worksheets 1-2			
	Day 35				
Week 8	Day 36	Complete Chapter 8 Worksheets 3-4			
	Day 37	Read Chapter 9			
	Day 38				
	Day 39	Complete Chapter 9 Worksheets 1-2			
	Day 40				

DATE	DAY	ASSIGNMENT	DUE DATE	✓	GRADE
Week 9	Day 41	Read Chapter 10			
	Day 42				
	Day 43	Complete Chapter 10 Worksheets 1-3			
	Day 44				
	Day 45				
Second Semester-Second Quarter					
Week 1	Day 46	Read Chapter 11			
	Day 47				
	Day 48	Complete Chapter 11 Worksheets 1-3			
	Day 49	Complete Give Me Liberty Worksheet			
	Day 50	Complete Bill of Rights Worksheet			
Week 2	Day 51	Read Chapter 12			
	Day 52				
	Day 53	Complete Chapter 12 Worksheets 1-3			
	Day 54				
	Day 55				
Week 3	Day 56	Complete Essay 2			
	Day 57				
	Day 58				
	Day 59	Take Exam 2			
	Day 60				
Week 4	Day 61	Read Chapter 13			
	Day 62				
	Day 63	Complete Chapter 13 Worksheets 1-3			
	Day 64	Read Chapter 14			
	Day 65				
Week 5	Day 66	Complete Chapter 14 Worksheets 1-3			
	Day 67				
	Day 68	Read Chapter 15			
	Day 69				
	Day 70	Complete Chapter 15 Worksheets 1-3			
Week 6	Day 71	Read Chapter 16			
	Day 72				
	Day 73	Complete Chapter 16 Worksheets 1-3			
	Day 74	Read Chapter 17			
	Day 75				

DATE	DAY	ASSIGNMENT	DUE DATE	✓	GRADE
Week 7	Day 76	Complete Chapter 17 Worksheets 1-4			
	Day 77	Read Chapter 18			
	Day 78				
	Day 79	Complete Chapter 18 Worksheets 1-6			
	Day 80				
Week 8	Day 81	Read Chapter 19			
	Day 82				
	Day 83	Complete Chapter 19 Worksheets 1-5			
	Day 84				
	Day 85				
Week 9	Day 86				
	Day 87	Complete Essay 3			
	Day 88				
	Day 89	Take Exam 3			
	Day 90				
		Final Grade			

WORKSHEETS FOR USE WITH

EPOCH

*The Rise and Fall
of the West*

VOCABULARY

The following words appear in the reading. Look up the definition for each word in the glossary or in a dictionary and write it down in the space provided. If there is more than one definition for the word, read all of them but only write down the one that aligns best with its usage in the reading. Then write your own sentence incorporating the word according to that usage.

1. Postmortem
2. Autopsy
3. Eschatology
4. Provocateur
5. Conspicuous

STUDY QUESTIONS

1. What are the three most severe falls since AD 70?
2. What are the right responses to the fall of the West?
3. Who were the men within the Christian church that contributed to the Fall?

4. Who were the men outside of the Christian church that contributed to the Fall?

5. Where has Christianity grown in the last two centuries?

SCRIPTURAL LESSONS

1. Circle the correct reference to either Jew or Gentile in each section outlined from the following passage from Romans 11:17-24:

Vs. 17 And if some of the branches were broken off [**Jew or Gentile**], and you, being a wild olive tree [**Jew or Gentile**], were grafted in among them, and with them became a partaker of the root and fatness of the olive tree,

Vs. 18 Do not boast against the branches. But if you [**Jew or Gentile**] do boast, remember that you do not support the root, but the root supports you.

Vs. 19 You will say then, "Branches were broken off [**Jew or Gentile**] that I [**Jew or Gentile**] might be grafted in."

Vs. 20 Well said. Because of unbelief they [**Jew or Gentile**] were broken off, and you stand by faith. Do not be haughty, but fear.

Vs. 21 For if God did not spare the natural branches [**Jew or Gentile**], He may not spare you [**Jew or Gentile**] either.

Vs. 22 Therefore consider the goodness and severity of God: on those who fell, severity [**Jew or Gentile**]; but toward you [**Jew or Gentile**], goodness, if you continue in His goodness. Otherwise you also will be cut off.

Vs. 23 And they also, if they [**Jew or Gentile**] do not continue in unbelief, will be grafted in, for God is able to graft them in again.

Vs. 24 For if you [**Jew or Gentile**] were cut out of the olive tree which is wild by nature, and were grafted contrary to nature into a cultivated olive tree, how much more will these [**Jew or Gentile**], who are natural branches, be grafted into their own olive tree?

2. What will happen to the European (Roman) Gentile world if they get proud (according to Romans 11:20-21)?

3. What do you think is going to happen with the Jews who were cut out of the olive tree (according to Romans 11:15, 24)?

4. Why would pride keep somebody from realizing the spiritual problems of the West?

WHAT DOES THIS MEAN FOR YOUR LIFE?

1. What are the things that have humbled you in your life?

VOCABULARY

The following words appear in the reading. Look up the definition for each word in the glossary or in a dictionary and write it down in the space provided. If there is more than one definition for the word, read all of them but only write down the one that aligns best with its usage in the reading. Then write your own sentence incorporating the word according to that usage.

1. Eugenics
2. Rubicon
3. Abortifacient
4. Latitudinarian
5. Ordination
6. Amnesiac
7. Defrocking
8. Seismograph
9. Precipitated

STUDY QUESTIONS

1. What were two or three purposes for Augustine's writing *The City of God* in AD 426?

2. Why are diversions harmful when it comes to the study of history?

3. What determines the significance of a historical event?

4. Organize at least ten significant events in the Fall of the West by date.

5. Based on a biblical way of looking at world events, how would you answer these questions? “Is the Supreme Court *Obergefell* decision more instructive than *Marbury* or *Dred Scott*? Could the removal of J. Gresham Machen from the Presbyterian Church have been of greater importance than the formation of the League of Nations?”

6. Why is God’s Word critical for reading history?

7. Why should we be careful not to blame the fall of the West on Christians? Why does the fault lie at the foot of the Christian churches?

SCRIPTURAL LESSONS

1. From Revelation 2:6-8, what is it that Christ hates and what is it that He loves?

2. From Luke 13:1-5, what are we to take away from natural disasters and national disasters?

WHAT DOES THIS MEAN FOR YOUR LIFE?

1. Jesus said, “Unless you repent, you will likewise perish.” Are there sins in your life that you have been convicted of? Do these sins have anything to do with the sins of the nation?

10. Emulate

11. Countenanced

12. Zeitgeist

13. Inanity

STUDY QUESTIONS

1. By how much did the West fall as measured by its contribution to the Gross World Product?
2. What were the worst nations in the world when it came to various debt metrics at the Fall?
3. When did the major shift in birth rate occur in the United States? When did the major shift in debt occur?
4. What is the thesis of the book?
5. By how much did drug overdose deaths increase between 1965 and 2018?

