

LEADER GUIDE

Christian History Made Easy

by Timothy Paul Jones, PhD

A FREE downloadable version of this guide is available at rose-publishing.com. Click on “News & Info,” then on “Downloads.”

Group sessions are approximately 40–60 minutes (60–90 minutes if you lecture or show a video). Suggested times are for an 8–12 person group. When you use a video, show only a 15–30 minute portion that clearly portrays a central point of the chapter.

INTRODUCTORY SESSION

Session Goals

This session will help students:

- Understand why Christians should study church history.
- Recognize that this study will be taught on their level.
- Recognize that this study will be applicable to their lives.

Supplies

One large piece of poster-board or shelf paper for a sign

OPTIONAL: PowerPoint® slideshow for this session, available from Rose Publishing

1. Preparation

- Ask God to guide you throughout the session.
- Obtain a *Christian History Made Easy* book and a *Christian History Time Line* pamphlet for each student.
- Carefully read “Why Does Church History Matter?” in the book.
- Study Introductory Learning Activity.
- Make a sign that reads: *CHURCH HISTORY IS YOUR FAMILY HISTORY*. Hang it wherever your group will meet.

- Select songs for the session. Consider choosing a theme song for the entire study, such as, “O God, Our Help in Ages Past,” “Word of God, Across the Ages,” “Faith of Our Fathers,” “For All the Saints,” “God of Grace and God of Glory,” or “The Church of God, in Every Age.”

2. Before the Session

- As students enter, hand out the books and pamphlets.
- Ask students to complete Introductory Learning Activity as other students arrive.

3. Worship—4–6 minutes

- After everyone arrives, sing the theme song. Or, sing another appropriate song, such as, “The Church’s One Foundation.”

4. Learning Activity—12 or 30–40 minutes

- Have students locate Introductory Learning Activity. Tell them the answers to the questions. Discuss the answers. Never let them feel ignorant, even if their answers are incorrect.

ANSWERS: 1–Peter, 2–Houses, 3–Constantine, 4–Chrysostom, 5–Hildegard, 6–Wycliffe, 7–Luther, 8–Calvin, 9–Simons, 10–Las Casas, 11–Wesley, 12–Spurgeon, 13–Barth, 14–Bonhoeffer, 15–Graham

- [If you want to lecture or show a video, do so here.]

5. Small Group Discussion—10 minutes

Organize the class into several groups of 3–5 people. Ask each group to select a discussion leader. Each group should discuss these questions:

1. What is the “church”?
2. Some Christians don’t care about church history. Why?
3. Why should we study church history?

6. Large Group Discussion—12 minutes

Ask each group’s discussion leader to respond to the questions. The following answers are suggestions. Use them as you interact with the groups.

1. What is the “church”?
 - Have someone read Colossians 1:18 and 1 Timothy 3:14–15.
 - The church is both a local, visible fellowship of baptized believers and the invisible fellowship of all God’s people, living and dead.
2. Some Christians don’t care about church history. Why?
 - Sometimes, church history isn’t easy to understand.
 - Church history is often difficult to apply to our lives.
3. Why should we study church history?
 - Church history deeply affects every Christian. It affects how we read Scripture. It affects how we view God. It affects our worship. If we are church members, the church’s story is our family history.
 - Point to the poster and, drawing from “Why Does Church History Matter?” in the book, talk about what it means to say that church history is “family history.”

7. Upcoming Assignment—1 minute

- Say: “Read the preface and first chapter of *Christian History Made Easy* and complete the Chapter One Learning Activity before our next group session. Be sure to bring a Bible to every group session!”

8. Prayer—9 minutes

- End the session by asking each group to spend some time praying.
- Encourage them to let this study draw them into a deeper relationship with God and into a deeper understanding of God’s work.

Digging Deeper

Christian History Time Line pamphlet (413X) (Rose Publishing)

How We Got the Bible. Pamphlet (407X)

(Rose Publishing)

God’s Peoples by Spickard, P. and K. Cragg, eds. (Grand Rapids: Baker, 1994)

CHAPTER ONE (AD 64–177) DISCUSSION AND REVIEW SESSION

Session Goals

This session will help students:

- Reinforce the knowledge they have gained by reading Chapter One.
- Understand how God uses human factors and human failures to bring glory to himself.

Supplies

- Six 3x5 cards
- One large piece of poster-board or shelf paper

OPTIONAL: PowerPoint® slideshow for this session, available from Rose Publishing

1. Preparation

- Ask God to guide you throughout the session.
- Read Chapter One in the book and complete the Chapter One Learning Activity.
- Post a sign: *GOD USES HUMAN FACTORS TO PRODUCE SPIRITUAL RESULTS*.
- On each 3x5 card, write one of the following references: Acts 18:12–15; 1 Corinthians 10:23–25; 1 Timothy 2:5; 2 Timothy 4:16–18; Jude 1:12.
- Select songs for the session. “God Moves in a Mysterious Way,” “For All the Saints,” or “Must Jesus Bear the Cross Alone” might be appropriate, as well as the theme song for the study if you have chosen one.

2. Before the Session

- As students enter, select five people who can read well and ask them if they would be willing to read a biblical text. Give each willing participant one of the cards.

3. Worship—5–7 minutes

- Sing a few songs.

4. Learning Activity—12 or 30–40 minutes

Ask the students to locate the Chapter One Learning Activity. Share the answers to questions 1–11. State that you will discuss question 12 later. **ANSWERS: 1–TRUE; 2–FALSE:** The fire probably began by accident in an oil warehouse; **3–TRUE; 4–FALSE:** Romans preferred proven products; **5–FALSE:** Christians wouldn’t let unbelievers observe the Lord’s Supper; **6–TRUE; 7–FALSE:** Domitian demanded the title “Lord and God”; **8–FALSE:** The temple burned in AD 70; **9–FALSE:** After AD 70, it was difficult for Christians to return to the Jewish religion; **10–FALSE:** Domitian persecuted Christians because they wouldn’t worship him; **11–Possible answers include:** Christianity excluded other gods; Christianity challenged the social order. Ask: “*What lessons did you learn as you studied the early churches?*” Allow two or three responses. Don’t let the discussion wander away from the question.

- [If you choose to lecture or to show a video, do so here.]

5. Large Group Discussion—12–15 minutes

- Ask students who received cards to find the verses indicated on the cards.
- Have someone read Acts 18:12–15. Ask the group: “*According to this passage, how did Roman rulers view the early church?*” (They treated Christianity as a Jewish sect.)
- Have someone read 2 Timothy 4:16–18. Ask: “*When was Paul probably arrested the second time? What was the outcome of Paul’s trial?*” (Paul was probably arrested again during Nero’s reign, after the fire in Rome. Paul was likely beheaded.)
- Have someone read 1 Timothy 2:5. Say: “*This verse would have offended many Romans. Why?*” (This verse denies the presence of any god besides the God of the Bible, as revealed in Jesus Christ.)
- Have someone read 1 Corinthians 11:23–25 and Jude 1:12. Ask: “*How did the Romans understand the church’s references to ‘flesh,’ ‘blood,’ ‘brothers,’ ‘sisters,’ and ‘love-feasts’?*” (Many Romans believed that Christians committed incest and cannibalism.)

6. Life Application—15 minutes

• Review Question 12. Possible answers include: Because of the tragedy in Jerusalem, Christianity became distinct; Pagan religions were no longer perceived as adequate; People wanted moral guidance. Ask: “Do you think that early Christians saw clearly how God would use these factors?” Allow persons to respond briefly. Say: “Sometimes, the early church may have noticed how God was using social and political factors. At other times, it was probably unclear where and how God was working. Yet human factors and even human failures became opportunities for God’s work. What do people long for in your community? in your school? at your job? How might God use these human factors to bring glory to himself?” Discuss three practical responses to these questions.

7. Upcoming Assignment—1 minute

Remind students that at the next meeting they should be ready to discuss Chapter Two.

8. Prayer—5 minutes

Close with a benediction. This prayer, from the account of Polycarp’s death, would be fitting: “Good-bye, brothers and sisters. May the word of Jesus Christ give you life through God’s good news. May we give glory, with Jesus Christ, to God the Father and to the Holy Spirit, until the salvation of God’s chosen people. Amen.”

Digging Deeper

Backgrounds of Early Christianity 2nd ed. by E. Ferguson (Grand Rapids: Eerdmans, 1993) 70–74; 556–564.

A History of the Christian Church 4th ed. by W. Walker, et al. (New York: Scribner’s) 50–53.

Wars of the Jews, Book 2 by Josephus

Antiquities, Books 19–20 by Josephus

The Gospel of John by F.F. Bruce (Grand Rapids: Eerdmans, 1983) 215.

Romans rev. ed. by F.F. Bruce (Grand Rapids: Eerdmans, 1985) 252–259.

CHAPTER TWO (AD 90–250) DISCUSSION AND REVIEW SESSION

Session Goals

This session will help students:

- Reinforce the knowledge they have gained by reading Chapter Two.
- Consider how to view the events of the present in light of God’s past revelation of himself in Holy Scripture.

Supplies

- A piece of paper and a pencil for each student
 - One large piece of poster-board or shelf paper
 - A copy of Albert Mohler’s article “A Call for Theological Triage and Theological Maturity” for every student. The article is available for free download at www.albertmohler.com
- OPTIONAL: PowerPoint® slideshow for this session, available from Rose Publishing

1. Preparation

- Ask God to guide you throughout the session.
- Study Chapter Two and the Chapter Two Learning Activity.
- Use the poster-board to post a sign that reads: *WHAT IS ESSENTIAL?*
- Have a piece of paper and pencil for each student.

- Select appropriate songs, such as, “The Great Creator of the Worlds” (from the “Words from the Ones Who Were There” found in Chapter Two), “We Are God’s People,” and “The Church of Christ, in Every Age.”

2. Before the Session

- As students enter, gently remind them to complete the Chapter Two Learning Activity.
- Give each person a piece of paper, pencil, and copy of the article from Albert Mohler.

3. Worship—4–6 minutes

- Sing the theme song and one or two other songs.

4. Learning Activity—8 minutes

- Work as a class through the Chapter Two Learning Activity.

ANSWERS: 1–A; 2–B; 3–C; 4–A; 5–C; 6–A; 7–C; 8–B; 9–A; 10–B

5. Large Group Discussion and Review—20 or 40–45 minutes

After finishing the learning activity, ask the following questions, guiding participants toward the correct answer: “Why did persecution decrease during the late second century?” (The Roman government was in turmoil. So, most rulers ignored the churches.) “What did Gnostics deny about Jesus Christ?” (According to Gnostics, Jesus was not fully God and fully human.) “How did Christians decide which New Testament books were authoritative?” (The first and primary standard was whether the book could be clearly connected to an eyewitness or close associate of an eyewitness.)

[If you want to lecture or to show a video, do so here.]

- Say: “One of the church’s responses to the Gnostic heresy was the Rule of Faith. The Rule listed several teachings that must never be compromised. These teachings were essential doctrines—teachings on which a Christian’s salvation depends. The Bible lists many teachings that we can’t compromise. Paul wrote: [Read **1 Corinthians 12:3**]. Yet the Bible also lets us disagree peaceably about nonessential teachings: [Read **Romans 14:1–5**] Take a few minutes to read the article “A Call for Theological Triage and Christian Maturity.” Then, at the top of your paper, write: **FIRST-LEVEL (ESSENTIAL FOR SALVATION)**; **SECOND-LEVEL (IMPORTANT FOR FELLOWSHIP)**; **THIRD-LEVEL (AGREE TO DISAGREE)**. As we discuss different beliefs, list them on your papers, beneath the appropriate heading.”

6. Individual Life Application—12–15 minutes

- If you have a chalkboard or whiteboard, write **FIRST LEVEL**, **SECOND LEVEL**, and **THIRD LEVEL** at the top of the board. Discuss as a group what doctrines might belong in each list. *Christianity, Cults, & Religions* (see Digging Deeper) outlines several essential beliefs and may be helpful.
- Discuss as a class what beliefs belong in each list.
- Discuss the ancient Rule of Faith, pointing out that the beliefs found in the Rule of Faith belong in the **FIRST-LEVEL** list.
- Ask: “How can we embrace Christians who hold different second-level and third-level beliefs?” Try to come up with four practical responses to the question.

7. Upcoming Assignment—1 minute

Remind the students that, before the next meeting, they should study Chapter Three.

8. Benediction—5 minutes

Close the session by singing a chorus that emphasizes Christian unity.

Digging Deeper

“Creed.” *A Liturgy, A Legacy, and a Ragamuffin Band* by R. Mullins (Word Records)

Christianity, Cults & Religions pamphlet (404X) (Rose Publishing)

Early Christianity by R. Bainton (New York: Van Nostrand, 1960) 35–46.

A History of the Christian Church 4th ed., by W. Walker, et. al. (Prentice: 1985) 45–50, 72–77

To the Philippians by Polycarp, 3:2–3; 9:1.

Against Heresies by Irenaeus, 3:2–2.

CHAPTER THREE (AD 247–420) DISCUSSION AND REVIEW SESSION

Session Goals

This session will help students:

- Reinforce the knowledge they have gained by reading Chapter Three.
- Consider how churches can avoid seeking growth in unhealthy ways.

Supplies

- Four 3x5 cards
 - Copy of “Of the Father’s Love Begotten” and “Glory Be to the Father” for each student
 - One large piece of poster-board or shelf paper
- OPTIONAL: PowerPoint® slideshow for this session, available from Rose Publishing

1. Preparation

- Ask God to guide you throughout the session.
- Study Chapter Three and Chapter Three Learning Activity.
- Post a sign: **GROWTH! HOW SHOULD THE CHURCH RESPOND?**
- On each 3x5 card, write one of the following song titles: “Of the Father’s Love Begotten,” verse 1; “Of the Father’s Love Begotten,” verse 2; “Of the Father’s Love Begotten,” verse 3; “Glory Be to the Father.”
- Copy “Glory Be to the Father” and “Of the Father’s Love Begotten” for every student.
- Select songs to sing during the session.

2. Before the Session

- As students enter, remind them to complete Chapter Three Learning Activity.

3. Worship—7 minutes

- Sing “Of the Father’s Love,” “Glory Be to the Father,” or other appropriate songs.

4. Learning Activity—15 minutes

- Look at Learning Activity 3. Place A–J in the correct order. If possible, write the events in the correct order on a chalkboard or whiteboard.

ANSWERS: A–6; B–3; C–4; D–9; E–8; F–1; G–7; H–10; I–2; J–5; K–(1) Answers might include: The phrase could imply that the Trinity is not made up of three distinct persons. (2) and (3): Answers will vary; L – Answers might include: Many Christians didn’t embrace the church’s new–found political acceptance; M–Answers might include: Cappadocians founded rejected extreme self–denial and involved themselves in social ministries; N–Answers might include: Christians still treat the Trinity as an essential doctrine.

- [If you want to lecture or show a video, do so here.]

5. Small Group Discussion and Review—12–20 or 30–40 minutes

- Hand a copy of the song lyrics to every student.
- Organize the class into four groups. Give each group one of the 3x5 cards. Say: “*Study the song or verse indicated on your group’s card.*” As students read, remind them of these facts: “Glory Be to the Father” was written during or shortly before the controversy about Arius; “Of the Father’s Love Begotten” was written soon after the Council of Nicaea, affirming the Creed of Nicaea. Instruct the groups: “*Find one phrase in your verse or song that denies Arius’ teachings. Explain how that phrase challenged Arius.*”
- After nine minutes, ask each group, “*Which phrase in your assigned song challenged Arius? How?*” Here are some suggested answers: “Of the Father’s Love Begotten,” verse 1: Jesus is the “source”; so, he can’t be created. “Of the Father’s Love Begotten,” verse 2: This verse calls Jesus “God.” “Of the Father’s Love Begotten,” verse 3: Christ, Father, Spirit are worshiped as one. “Glory Be to the Father”: Song ascribes equal glory to Father, Son, and Holy Spirit.

6. Large Group Discussion—12–14 minutes

- Ask: “*When someone says, ‘God is blessing our church,’ what is usually happening?* [Allow persons to respond until numeric growth is mentioned.] *It’s easy to assume that growing churches are always “being blessed.” Often, that’s true. [Read Acts 2:41–42] But, sometimes, God’s people may proclaim the truth with numerically negative results. [Read 1 John 2:19] What was happening in John’s church? [The church was losing members who weren’t true Christians.] In God’s kingdom, faithfulness matters more than numeric growth. During Constantine’s reign, churches grew, but the message became diluted. How might some churches today trade purity for numeric or financial growth? How might our church be tempted to dilute God’s message for the sake of growth?*” [For each answer, discuss one specific way that your church can avoid that pitfall. Seek points of common ground rather than points of contention.]

7. Upcoming Assignment—1 minute

Remind the students: “*Before the next session, each of us will read Chapter Four. Please complete the Chapter Four Learning Activity before coming to the group meeting.*”

8. Prayer—3 minutes

Close the session with a prayer something like this one: “*Lord, we have seen how past Christians misunderstood and misused your message. We admit that we also are guilty. We too are tempted to dilute your message to gain human approval. You know our foolishness. Our wrongs are not hidden from you. Forgive us. Purify us. Love us. Amen.*”

Digging Deeper

The Trinity pamphlet (410X) (Rose Publishing)

Vita Constantini by Eusebius, 1:28.

The Rise of Christianity by W. Frend (Philadelphia: Fortress, 1984) 484–717.

Constantine the Great by M. Grant (New York: Scribner, 1993) 135.

Contra Helvidius 5 by Jerome

Words From The Ones Who Were There

“Glory Be to the Father” (“Gloria Patri”)

Author unknown (early 4th century, perhaps based on an earlier hymn)

“Glory be to the Father, and to the Son, and to the Holy Ghost;

As it was in the beginning,/Is now, and ever shall be,/world without end.
Amen, Amen.”

“Of the Father’s Love Begotten”

by Aurelius Clemens Prudentius (4th century)

Translated by John Mason Neale and Henry W. Baker

Verse 1

“Of the Father’s love begotten,/Ere the worlds began to be,
He is Alpha and Omega,/He the source, the ending He,
Of the things that are, that have been,/And that future years shall see,
Evermore and evermore!”

Verse 2

“O ye heights of heav’n adore Him:/Angel hosts, His praises sing;
Pow’rs, dominions, bow before Him./And extol our God and King:/
Let no tongue on earth be silent,/Ev’ry voice in concert ring,
Evermore and evermore!”

Verse 3

“Christ, to Thee with God the Father,/And, O Holy Ghost, to Thee,
Hymn and chant and high thanksgiving/And unwearied praises be:
Honor, glory, and dominion,/And eternal victory,
Evermore and evermore!”

CHAPTER FOUR (376–664) DISCUSSION AND REVIEW SESSION

Session Goals

This session will help students:

- Reinforce the knowledge they have gained by reading Chapter Four.
- Consider how Christians today can serve one another instead of seeking power over one another.

Supplies

- One large piece of poster-board or shelf paper
- A chalkboard or whiteboard or another large piece of paper
- A 3x5 card and a pencil for each student

OPTIONAL: PowerPoint® slideshow for this session, available from Rose Publishing

1. Preparation

- Ask God to guide you throughout the session.
- Study Chapter Four and the Chapter Four Learning Activity.
- Use one piece of poster-board to post a sign that reads: *HOW’S YOUR SERVE?*
- At the top of the other piece of paper or on the chalkboard or whiteboard, write: *SERVANT LEADERS OR LEADERS OF SERVANTS?* Beneath the heading, write: *AMBROSE, CYRIL, GREGORY, JOHN CHRYSOSTOM, HILDA, JUSTINIAN, OLYMPIAS, and THEODOSIUS.* Post the sign in a prominent place.
- Prepare a brief ten-minute lecture, based on the contents of Chapter Four. Study an encyclopedia article or Internet site about Augustine of Hippo, Benedict of Nursia, or Pope Gregory.
- Select some of the ancient songs that appear in the Leader Guides. Other appropriate songs, found in many hymnals, would include, “Let All Mortal Flesh Keep Silent” (a hymn from around AD 400) or “Be Thou My Vision” (an Irish hymn from the 5th century or earlier).

2. Worship—10 minutes

- Sing the theme song and three or four other appropriate songs.

3. Learning Activity—4 minutes

- Review the answers to the Chapter Four Learning Activity:
ANSWERS: 1–Jovinian; 2–Ambrose; 3–Olympias; 4–Augustine; 5–Nestorius; 6–Leo; 7–Chalcedon; 8–Justinian; 9–Scholastica; 10–Hilda; 11–pope; 12–Answers will vary.

4. Large Group Discussion and Review—20 or 35–45 minutes

- After finishing the learning activity, ask the following questions: “*In AD 381, the First Council of Constantinople confirmed a creed. What do contemporary Christians call that creed?*” (Christians call it “the Nicene Creed,” because it echoes the decisions of the Council of Nicaea.); “*What did One-Nature Christians believe?*” (One-Nature Christians thought Jesus’ deity absorbed his humanity.)
- [If you want to show a video, do so here.]
- In your lecture: (1) Summarize the chapter in your words. Include any interesting facts that your research uncovered. (2) Talk about one major struggle that Christians faced between AD 370 and 664. (3) Discuss these questions: “How did the cleft between clergy and laypeople enter the churches? Does your church encourage every Christian to be a servant-leader?”

5. Individual Life Application—9 minutes

- Distribute the cards and pencils. Point to the list of names on the chalkboard. Say: “*On your card, write one name from this list. Beside the name, note whether that person was a ‘servant-leader’ or a ‘leader of servants.’ Then, write one reason why you believe your assessment is correct.*” After 5 minutes, allow one person to respond to each name. State clearly that many persons in the chapter may have exhibited both traits at different times in their lives.
- Say: “*At times, Jesus’ first disciples fought for power instead of living as servants: [Read Mark 10:43–45] These words call us to ask ourselves, ‘How’s my serve? Do I expect church leaders to serve me and my church’s needs? Or, have I accepted my God-given responsibility to be a servant-leader in my church?’*”

6. Benediction—2 minutes

To end the session, read Philippians 2:5–8 and lead a brief prayer.

Digging Deeper

Confessions by Augustine of Hippo

To Cledonius by Gregory of Nazianzus, Epistle 101;

Byzantium: The Early Centuries by J. Norwich (New York: Knopf, 1989)

Words From The Ones Who Were There

Translations by Timothy Paul Jones

“Savior of All Peoples, Come!”

by Ambrose, Bishop of Milan (late 4th century)

Sing to the tune of “Holy Bible, Book Divine” or “Holy Spirit, Truth Divine.”

“Savior of all peoples, come,/Virgin’s Son, make here your home.
Be amazed, O sky and earth,/That our Lord chose such a birth.”

“Christ, the Father’s only Son,/Through his cross our life has won.
Endless will his kingdom be;/When will we its splendor see?”

“Splendor of God’s Glory Bright”

by Ambrose, Bishop of Milan (late 4th century)

Sing to the tune of “Doxology” (Old 100th, Altered)

“O splendor of God’s glory bright,/From light eternal bringing light;
O Light of lights, life’s living spring,/True Day, all days illumining.
Amen.”

“I Sing As I Arise Today”

by Patrick of Ireland (5th century)

Sing to the tune of “I Heard the Bells on Christmas Day” (Waltham)

“I sing as I arise today; I call upon my Father’s might;
The will of God to be my guide, the eye of God to be my sight.”

“The Word of God to be my speech, the hand of God to be my stay,
The shield of God to be my strength, the path of God to light my way.”

“O God, You Are the Father”

by Columba of Iona (6th century)

Sing to the tune of “The Church’s One Foundation” (Aurelia)

“O God, you are the Father of all who trust in you.
To mankind you have granted faith, life, and power, too.
O God, you have created earth full of living things.
You are the righteous Judge and the holy King of kings.”

“Father, We Praise You”

by Gregory, Bishop of Rome (6th century)

Sing to the tune of “Great Is Thy Faithfulness”

Verse:

“All holy Father, Son, and equal Spirit,
Trinity bless-ed, your salvation send.
Yours is the glory, shining and resounding,
Throughout creation, your world without end.”

Chorus:

“Father, we praise you! Father, we praise you!
Active and watchful, we stand before you.
Singing, we offer our prayers and devotion.
Thus we adore you, our Savior and King!”

“King of the Earth”

by Gregory, Bishop of Rome (6th century)

Sing to the tune of “When I Survey the Wondrous Cross” (Hamburg)

“King of the earth and ev’ry life,
Banish our weakness, hate, and sin.
Bring us to heav’n, to praise your name,
With joy and peace that ne’er shall end.”

Sung slowly a capella in unison, this arrangement sounds similar to a Gregorian chant.

Words From The Ones Who Were There

Translations by Timothy Paul Jones

Popular worship band Sending 68 has partnered with Timothy Paul Jones to produce contemporary tunes for these two hymns. You may download recordings and chord charts for these songs from www.timothypauljones.com or www.sending68.com. If you wish to sing these songs in your church or small group, please obtain a CCLI license for your organization from www.ccli.com and use the appropriate CCLI information for the songs.

“I Sing As I Arise Today”

by Patrick of Ireland (5th century)

Verse 1

“I sing as I arise today; I call upon my Father’s might;
The will of God to be my guide, the eye of God to be my sight.”

Chorus

“This is my song; this is my heart’s desire.
I in you, you in me, swept up in holy Trinity,
Glory divine, this is my heart’s desire.”

Verse 2

“The Word of God to be my speech, the hand of God to be my stay,
The shield of God to be my strength, the path of God to light my way.”

“You Are King of the Earth”

Based on poetry by Gregory, Bishop of Rome (6th century)

Verse 1:

“King of the earth and ev’ry life,
Shatter our weakness, hate, and sin.
Let your kingdom come and break our pride
Fill us with peace that never will end.”

Chorus:

“You are King of the earth!
You are King of the earth!
Yet you came to die
and rose to life
forevermore.”
“You are King of the earth!
You are King of the earth!
Now reign over us
that we may love
as you love us.”

Verse 2:

“Praise to Father, Son, and Spirit—
Three–personed God, your salvation send!
Glory divine now shines and resounds, Throughout creation, world
without end!”

CHAPTER FIVE (496–1291) DISCUSSION AND REVIEW SESSION

Session Goals

This session will help students:

- Reinforce the knowledge they have gained by reading Chapter Five.
- Be encouraged to speak with the compassion of Jesus Christ.

Supplies

- A half-sheet of paper and a pencil for each student
- A timer
- One large piece of poster-board or shelf paper
- A chalkboard or whiteboard

OPTIONAL: PowerPoint® slideshow for this session, available from Rose Publishing

1. Preparation

- Ask God to guide you throughout the session.
- Select two or three songs, including “All Glory, Laud, and Honor,” (by Theodolf, one of Charlemagne’s aides) which may be found in many hymnals.
- Study Chapter Five and the Chapter Five Learning Activity.
- Use the poster-board to post a sign that reads: *CHRIST-LIKE CRITICISM = COMPASSION + COMPREHENSION + DESIRE TO HELP OTHERS KNOW CHRIST.*

2. Before the Session

- As students enter, give each one a piece of paper and a pencil.

3. Worship—5 minutes

Sing two or three songs that fit this week’s theme.

4. Learning Activity—7 minutes

Discuss the Chapter Five Learning Activity. **ANSWERS: 1–B; 2–C; 3–A; 4–C; 5–A; 6–C; 7–C; 8–D; 9–C; 10–A; 11–B; 12–E**

5. Large Group Discussion and Review—20 or 40–50 minutes

- [If you want to lecture or show a video, do so here. 15–30 minutes.]
- Say: “Glance at Chapter Five. Choose one person mentioned by name in the chapter. Write a series of ‘Who Am I?’ statements about that person. Include at least three facts about the person.” Here’s a sample set of “Who Am I?” statements: “I seized the Eastern throne;” “Pope Leo III refused to appeal to me because I was a woman;” “I convened the Second Council of Nicaea to end the icon disputes.” **ANSWER: Empress Irene**
- Allow the students 9 minutes to write their “Who Am I?” riddles.
- Have students wad up their “Who Am I?” papers. Set the timer at 1 minute. Tell the students to toss around the paper wads until the timer goes off. At the end, each student should have one paper wad.
- Ask each student to share the statements on his or her paper wad. Urge the group to guess the answer to each riddle.

6. Individual Life Application—12 minutes

- **Read Acts 18:24–27.** Say: “Christians should desire to be kind, but being kind does not necessarily mean being silent. Sometimes, Christians must point out errors. Three attitudes should rule Christians when they point out others’ errors: (1) Compassion; (2) Understanding; and (3) A desire to guide the offenders toward an accurate knowledge of God’s nature. In the early Middle Ages, many Christians condemned Muslims, Jews, and other Christians. Did these three attitudes rule their criticisms?” [Allow several responses. Most persons will answer no.]

“Unfortunately, Christians today sometimes criticize others without first trying to understand them. Name some religious groups with whom we disagree.” [Write the responses on a chalkboard or whiteboard. Here are some suggestions to guide your discussion: {a Christian denomination similar to your own}; {a Christian denomination very unlike your own}; Mormons; Jehovah’s Witnesses; Muslims.]

- Say: “The members of some of these groups may be Christians. Others are not. Do you have compassion for the people in each of these groups? Do you understand their basic beliefs? Especially if they aren’t Christians, could you lovingly guide them toward an accurate understanding of Christ? Peter said: [Read 1 Peter 3:15].”
- Say: “On the back of your paper, list several groups or individuals that you either don’t understand or don’t feel compassion for. Your list may include family members, fellow-Christians, other races, or other religious groups. Choose to work to understand the people on your list. Then, ask God to help you love them with the love that Jesus demonstrated on the cross.” Allow the students 4 minutes to finish their lists.

7. Upcoming Assignment—1 minute

- Remind students to complete the Chapter Six Learning Activity before the next session.

8. Closure—5 minutes

- Close the session with silent prayer. Urge students to pray for people that they listed.

Digging Deeper

Byzantium: The Early Centuries by J. Norwich (New York: Knopf, 1989) 377–380.

The Story of Christianity vol. 1, by J. Gonzalez (Harper One; 1984) 262–276.

Turning Points by M. Noll (Grand Rapids: Baker, 1997) 134–141.

The Fourth Crusade rev. ed. D. Queller (Philadelphia: Penn, 1997) 89–192.

CHAPTER SIX (673–1295) DISCUSSION AND REVIEW SESSION

Session Goals

This session will help students:

- Reinforce the knowledge they have gained by reading Chapter Six.
- Consider how they can join in God’s workings in their areas of influence.

Supplies

- Four pieces of paper and four pencils
- One large piece of poster-board or shelf paper
- One white robe, one brown robe, and one black robe
- A length of rope to tie around someone’s waist

OPTIONAL: PowerPoint® slideshow for this session, available from Rose Publishing

1. Preparation

- Ask God to guide you as you prepare for the session.
- Post a sign that reads: **WARNING! GOD IS WORKING HERE!**
- Write one heading on each paper:
(1) MISSIONARY MONKS; (2) MYSTICS; (3) MENDICANTS; (4) SCHOLASTICS.

- Plan to sing some of the following songs; you should be able to find them in most hymnals: “All Creatures of Our God and King” (by Francis of Assisi); “The Day of Resurrection” (by John Damascus); “Jerusalem the Golden” (by a monk from Cluny).
- Study Chapter Six and the Chapter Six Learning Activity.
- Ask three students to arrive at the discussion session early. Dress each one in one of the robes. Tie the rope as a belt around the student with the brown robe.

2. Worship—8 minutes

Sing the theme song and some of the suggested hymns.

3. Large Group Review—7 minutes

- Ask the person wearing the white robe to stand. Ask: “If (name) were a monk, to what order might (name) belong?” [Cistercian] Ask: “Why did Cistercians wear white?” [To avoid any appearance of wealth, they didn’t dye their clothes.]
- Ask the person wearing the brown robe to stand. Ask: “If (name) were a monk, to what order might (name) belong?” [Franciscan] Ask: “Why did Franciscans wear brown robes tied with a rope?” [When Francis first committed himself to Christ, that’s what he put on, with a rope from a farmer’s scarecrow.]
- Ask the person wearing the black robe to stand. Ask: “If (name) were a monk, to what order might (name) belong?” [Dominican monks wore black robes on top of white robes.] Ask: “What Scholastic thinker was a Dominican monk?” [Thomas Aquinas].

4. Learning Activity—7 minutes

- As a class, review the Chapter Six Learning Activity. **ANSWERS:** 1–Bernard; 2–Waldo; 3–Assisi; 4–Anselm; 5–Mendicant; 6–Mystics; 7–Damascus; 8–nuns; 9–Aquinas; 10–Lioba; 11–Bingen; 12–Francis; 13–Cluny; 14–Scholastic; 15–crops; 16–III; 17–God; 18–Cyril.

5. Small Group Life Application—18 or 40–50 minutes

- [If you want to lecture or to show a video, do so here, 15–30 minutes]
- Organize the class into four groups. Give each group a pencil and a piece of paper. Say: “On each paper, you’ll find the title of a type of Christian mentioned in Chapter Six. In your books, locate the section mentioned on your paper. Find two truths that Christians today can learn from that type of Christian. Write the truths on your group’s paper.” Allow students 9 minutes to complete the assignment.
- Ask each group to share its list. Here are some suggestions: Missionary monks reminded Christians to reach out to unreached peoples. Mystics urged Christians to seek deeper relationships with God. Mendicants turned Christians’ focus away from their possessions. Scholastics taught Christians to think deeply about their faith.
- Say: “In this chapter, you learned that even when the established church seemed to fail, God never stopped working. That shouldn’t surprise us. [Read John 5:17] God is always working! In one place, God may be preparing non-Christians to become followers of Christ. Somewhere else, God may be giving God’s people a deeper desire to encounter God anew. Never ask, ‘God, are you working here?’ God is always working! Ask, ‘God, how are you working here? Please prepare me to join you in your work.’”

6. Closure—5 minutes

Discuss how God might be working today in unexpected ways. Ask:

“How can you actively join in God’s work where you are?” Discuss three specific answers. Close the session with a brief prayer. Ask God to show the students where God is working in their lives.

Digging Deeper

Becket (10539D) (Vision Video, 150 minutes)

“Bernard of Clairvaux” in *Christian History*, Issue 24.

Hildegard of Bingen by S. Flanagan (London: Routledge, 1990)

“Francis of Assisi” in *Christian History*, Issue 42.

Byzantium: The Apogee by J. Norwich (New York: Knopf, 1993) 71–79

History of Christianity in the Middle Ages by W. Cannon (Nashville: Abingdon, 1960) 106–114.

The Story of Christianity vol. 1 by J. Gonzalez (Harper One; 1984) 282–299.

The Life and Conversation of St. Anselm, Eadmer 1:22.

CHAPTER SEVEN (1294–1517) DISCUSSION AND REVIEW SESSION

Session Goals

This session will help students:

- Reinforce the knowledge they have gained by reading Chapter Seven.
- Look for opportunities to call people to Christ-centered repentance and reform.

Supplies

- Twelve balloons (six different colors, two balloons of each color!)
 - One small paper bag
 - Six slips of paper
 - One large piece of poster-board or shelf paper
 - A chalkboard or whiteboard or overhead projector
- OPTIONAL: PowerPoint® slideshow for this session, available from Rose Publishing

1. Preparation

- Ask God to guide you throughout the session. Is there someone in the study group who annoys you? Pray specifically for him/her. Send an encouraging note to that student, thanking him/her for attending the study.
- Study Chapter Seven and the Chapter Seven Learning Activity.
- On the poster-board, write in large letters: *ARE YOU THE ONE?* Post the sign wherever your group meets.
- Put six balloons (one of each color, *not inflated*) in the paper bag.
- On each slip of paper, write one of the following names: CELESTINE V; CATHERINE OF SIENNA; JOHN WYCLIFFE; JAN HUS; THOMAS A’KEMPIS; ERASMUS.
- Place each slip of paper in one of the remaining balloons. Inflate and tie the balloons with the papers inside.
- Place a chair near the front of the room.
- Select several songs that focus on renewal and revival.

2. Before the Session

- As students enter, be certain they have completed the Chapter Seven Learning Activity.

3. Worship—4 minutes

- Sing your theme song and another appropriate song.

4. Learning Activity—8 minutes

- Ask students to locate Learning Activity 7. Talk about their answers.

ANSWERS: **1**—Answers will vary, elderly, humble; **2**—Avignon; **3**—Answers will vary, unbridled parties, penance parades; **4**—The Council of Constance deposed all three popes and elected a new pope; **5**—All Christians are equal members of God’s church; **7**—Answers will vary, brave, innocent; **8**—They focused on practical, human ideas instead of abstract logic; **9**—Answers will vary, intelligent, humanist; **10**—Answers will vary.

5. Large Group Discussion and Review—20 or 30–45 minutes

- [If you want to lecture or show a video, do so here, 15–30 minutes.]
- Set a timer for one minute. Have students bat the balloons among themselves until the timer beeps. Whoever is holding a balloon when the timer beeps must keep the balloon.
- Say: “If you’re holding a balloon, pop it. Inside each balloon is a slip of paper. Find in your textbook information about the person whose name is written on your paper. Do not show anyone else your paper!”
- Allow students two minutes to refresh their memories. Say: “If you got a balloon, you’re so special that the class will now interview you! The class can ask you any question about the person whose name is written on your paper except the person’s name. Everyone, even the person being interviewed, can use the textbook!”
- Randomly pull a balloon out of the paper bag. Ask: “Who popped the (color) balloon?” Ask the respondent to sit in the chair at the front of the room.
- Let students ask questions until someone guesses whose name was written on the paper. Give the person the uninflated balloon that you pulled from the bag as a prize. Allow the person to return to his or her seat. Repeat the process until all six colors have been used.
- Say: “We have talked about six ordinary Christians. Each one saw a problem and called God’s people to repent. The problems they saw affected vital parts of Christian faith, such as the authority of Scripture and personal holiness. Name some similar problems that confront contemporary churches.”
- Write the students’ responses on the chalkboard or overhead transparency. After the list includes 12 items, ask: “Which problems actually threaten vital parts of the Christian faith? Circle those problems.”
- Lead the class to select three circled items that specifically could affect their churches. Underline those problems.
- **[Read 1 Corinthians 16:14 and Ephesians 4:14–16]** Point to the poster. Ask: “How can we work together to call Christians to deal in a Christ-centered way with the problems we have underlined? Allow students to respond until they think of three responses. Write the responses on the board.

6. Small Group Life Application—7 minutes

Organize the class into three groups. Assign one response to each group. Ask each group to pray about its assigned problem. After they’ve finished praying, students may leave.

7. Upcoming Assignment—1 minute

As students begin to leave, remind them to study Chapter Eight and to complete the Chapter Eight Learning Activity before the next session.

Digging Deeper

The Agony and the Ecstasy (24833D) (Vision Video, 139 minutes)
Henry V (Fox, 1989, 138 minutes)
Henry V (Paramount, 1944, 127 minutes)
Joan of Arc (6212) (Vision Video, 100 minutes)
Joan of Arc (CBS, 1999, 150 minutes)
John Hus (4133) (Vision Video, 30 minutes)
John Wycliffe (4053) (Vision Video, 30 minutes)
A Distant Mirror by B. Tuchman (New York: Ballantine, 1978) 92–123
History of Christianity in the Middle Ages by W. Cannon, 250–292
Europe by N. Davies (Oxford, 1996) 409–412
God’s Peoples by P. Spickard, et. al. (Baker: 1995) 146–148.

CHAPTER EIGHT (1500–1609) DISCUSSION AND REVIEW SESSION

Session Goals

This session will help students:

- Reinforce the knowledge they have gained by reading Chapter Eight.
- Consider when professed Christians should and should not separate from one another.

Supplies

- One sheet of paper and a pencil for each student
- Two large pieces of poster-board or shelf paper
- One large board or an old door or a bulletin board
- Two hammers
- One tack for each student

OPTIONAL: PowerPoint® slideshow for this session, available from Rose Publishing

1. Preparation

- Ask God to guide you throughout the session.
- Study Chapter Eight and the Chapter Eight Learning Activity.
- Post a sign that reads: *DIVISION IS NEVER DESIRABLE. WHEN IS IT NECESSARY?*
- On the other poster-board, write the following sentences: *THEY DENY CHRIST’S DEITY; I DON’T KNOW THE SONGS THEY SING; THEY BAPTIZE BY IMMERSION; THEY DENY THE AUTHORITY OF SCRIPTURE; SOMEONE GOSSIPED ABOUT ME; THEIR SERVICES BORE ME; I DISAGREE WITH THEIR VIEW OF THE END-TIMES.* Write the phrases in vivid colors. Hang the poster near the front of the classroom.
- At the top of each student’s paper, write *MY THESESES*. (If you have access to a photocopier, make a master and reproduce it.)
- Place the hammers, tacks, and board near the front of your classroom.
- Select songs to sing during the session, such as “A Mighty Fortress Is Our God” (Martin Luther).

2. Before the Session

As students enter, give each one a pencil and *My Theses* paper.

3. Worship—6 minutes

Sing the theme song and some other appropriate song.

4. Learning Activity—12 minutes

Ask students to locate the Learning Activity. Read the suggested answers for each blank in the Chapter Eight Learning Activity. Have

students share the words they added in the blanks. **SUGGESTED ANSWERS:** Other answers may also be suitable. **1**–Spanish, Soldier, Jesuit, Catholic; **2**–Studious, French, Fled, Institutes, Geneva; **3**–English, Catherine; **4**–Barrel, Nun, Wife; **5**–German, Translator, Monk, Wittenberg, Theses; **6**–Swiss, Anabaptist, Fled, Zurich, Drowned; **7**–Dutch, Anabaptist, Priest, Fled; **8**–Catholic, Council; **9**–Studious, English, Translator, Priest, Fled, Cambridge, Strangled; **10**–Swiss, Priest, Zurich

5. Small Group Life Application—10 or 25–45 minutes

- [If you want to lecture or show a video, do so here, 15–30 minutes.]
- Say: “Many people left the established church during the Reformation because they believed their church’s teachings were no longer biblical. Others left because of the church’s corruption. A few left because they were disappointed with their church’s moral standards. In this session, we’ll discuss when Christians should divide from others who profess Christ.”
- Organize the class into three groups. Assign each group one of the following texts:
1 Corinthians 5:9–13; Galatians 1:6–9; 1 John 2:18–23. Say to each group: “Ask yourselves, ‘According to this Scripture, when should Christians divide?’” After 8 minutes, allow each group to respond. Here are the suggested responses:
 - If someone who professes Christ defies God’s moral precepts ... (1 Corinthians 5:9–13).
 - If someone attempts to alter the plan of salvation ... (Galatians 1:6–9).
 - If someone denies Jesus’ identity as Messiah, God, and man ... (1 John 2:18–23).

6. Individual Life Application—14 minutes

- Say: “In each situation, someone was endangering a vital part of the Christian faith. I’ve listed several reasons why people who profess Christ divide. Some endanger vital parts of the Christian faith. Others don’t.” [Read each sentence from the poster.]
- Say: “On your My Theses papers, list several situations when Christians should divide from others who profess Christ. Your reasons don’t necessarily need to come from my list.” [Allow 5 minutes.] “Look at each item on your list.” Ask, “Is this difference essential to the Christian faith? If it isn’t essential, cross out the difference. If you’re uncertain, circle the difference.” [Allow 4 minutes.]
- Say: “Let’s spend some time praying. Reread your lists. As you read each crossed-out item, ask God to help you accept that difference in other Christians. As you read each circled item, ask God to give you wisdom to know if that is a vital part of the Christian faith. When you finish praying, nail your theses to the board at the front of the class. Let that be your commitment to follow God’s leadership when you are faced with a division in the body of Christ.” Nail your own paper on the board to show students what you want them to do. If possible, play meditative background music while students pray and nail their theses to the board.

7. Upcoming Assignment and Closure—3 minutes

Remind students to complete the Chapter Nine Learning Activity before the next session. Sing a song that reflects the theme for this session.

Digging Deeper

A Man For All Seasons (9967) (Vision Video, 120 minutes)
Martin Luther: Heretic (Family Films/Concordia Publishing, 75 minutes)

Love God? Sometimes I Hate Him! by R.C. Sproul (Ligonier Ministries, 50 minutes)
Renaissance and Reformation by W. Estep (Grand Rapids: Eerdmans, 1986)
Here I Stand: A Life of Martin Luther by R. Bainton (Plume: 1995)
A Cloud of Witnesses by C. Weaver and C.D. Weaver (Georgia: Smyth and Helwys, 1993)

CHAPTER NINE (1510–1767) DISCUSSION AND REVIEW SESSION

Session Goals

This session will help students:

- Reinforce the knowledge they have gained by reading Chapter Nine.
- Recognize that lasting transformations among God’s people must include not only institutional changes, but also individual changes.

Supplies

- Four sheets of colored paper
 - A slip of paper for each student
 - One large piece of poster-board or shelf paper
 - A copy of the following article, downloadable at www.christianitytoday.com, for each student: W. Russell. “What It Means to Me” in *Christianity Today* (10/26/92): 30–32.
- OPTIONAL: Two reliable commentaries on each of the following biblical books: Joshua, Isaiah, Genesis and Luke.
- OPTIONAL: PowerPoint® slideshow for this session, available from Rose Publishing

1. Preparation

- Ask God to guide you throughout the session.
 - Study Chapter Nine and the Chapter Nine Learning Activity.
 - Use the poster-board to post a sign that reads: *CHANGE! IT’S PERSONAL, TOO.*
 - On each colored sheet of paper, write one of these headings: (1) *Does the sun move or does the earth? Joshua 10:12–13.* (2) *Did God ordain Europe’s quest of distant coastlands? Isaiah 11:11–12.* (3) *Does God command Canaan’s descendants to be slaves? Genesis 9:25.* (4) *Can we use violence to compel people to believe? Luke 14:23.*
 - Organize the slips of paper into four equal groups. Write one of the following four texts on each slip of paper, so that there is an equal number of paper slips with each text: Joshua 10:12–13; Isaiah 11:11–12; Genesis 9:25; Luke 14:23.
 - Hang a colored sheet of paper in each corner of the room. Prepare a circle of chairs beneath each of the four sheets of colored paper. Be certain that approximately the same number of chairs may be found in each circle and that the total number of the chairs is adequate to seat your entire study group.
- OPTIONAL: Place two commentaries, corresponding to the text on the sign, within each circle of chairs.
- Prepare to sing the theme song and another appropriate song, such as the Bohemian Protestant hymn “Sing Praise to God Who Reigns Above.”

2. Before the Session

- As students enter, randomly hand out the slips of paper.

3. Worship—5 minutes

Sing the theme song and another appropriate song.

4. Learning Activity—5 minutes

Review the Chapter Nine Learning Activity as a group. **ANSWERS:** 1–B; 2–G; 3–L; 4–H; 5–J; 6–K; 7–F; 8–I; 9–C; 10–D; 11–A; 12—Answers will vary.

5. Small Group Life Application—15 minutes

• Say: “Each of you should have a slip of paper. The Scripture on your paper matches one of the posters at the corners of the room. Someone in church history misused each of those Scriptures. Go sit beneath your assigned Scripture reference. Carefully study your assigned text as a group. Ask yourselves, ‘How did past Christians misuse this text? What is its actual meaning?’ Write your answers on the sheet of paper above your circle of chairs.” **OPTIONAL:** “Use the commentaries beneath your signs to study the text.”

• Allow 12 minutes for discussion.

• Reassemble the class. Allow each group to talk about its assigned text. Do not allow students to argue or to stray from the subject. Here are some suggested responses:

(1) Galileo realized that the earth rotates around the sun. Church leaders tried to use Joshua 10:12–13 to prove that the sun rotates around the earth. Yet the Bible portrays historical events from a human perspective. From Joshua’s perspective, the sun did seem to stand still.

(2) Columbus claimed that Isaiah 11:11–12 proved that God had ordained his quest. Yet, in its context, the passage refers to Israel’s return from exile, not to Columbus’ journey.

(3) Slave owners used Genesis 9:25 to say that God wanted Africans to be slaves. Yet the Bible never clearly affirms that this text refers to Africans. Furthermore, Noah—not God—is speaking here. The Bible never affirms that God approved Noah’s curse.

(4) Settlers used Luke 14:23 to justify their violence against non-Christian natives. Jesus did compel people with convincing words. Yet he never approved violence as an evangelistic methodology.

• **[Read Deuteronomy 18:20.]** Say: “Today, God doesn’t call Christ’s people to kill false prophets. But it’s still a serious matter to misapply God’s words. How can Christians today avoid misusing biblical texts?” Use the article “What It Means to Me” to guide a discussion about misusing biblical texts.

6. Large Group Life Application—10 or 25–40 minutes

• [If you want to lecture or show a video, do so here, 15–30 minutes.]

• Say: “Christianity changed radically in the Reformation. Many of the changes were needed, and the changes did solve some problems. Yet the changes failed to solve all the problems. Perhaps people failed to see that change can’t be confined to institutions. Real change must begin with the individual. How do Christians today try to transform institutions and fail to see changes that are needed in individual lives?”

• Here are some suggested responses: *When a church doesn’t grow, members criticize the staff instead of making certain that they’re right with God; When God’s presence seems absent, churches try new programs instead of seeking authentic spiritual awakening.*

7. Individual Life Application—5 minutes

Urge students to ask themselves, How do I fail to see areas in my life that need to change? Spend a few moments in silent prayer. If possible, play a meditative song as people pray. End the time of meditation

with an appropriate prayer, such as: *Lord, we also have misused your words. We have expected institutions to change when, in truth, it is we ourselves who need to change. Show us our sins. Cleanse our sins. Give us strength to turn from them. Amen.*

8. Closure—2 minutes

Remind students that, before the next group meeting, they should complete the Chapter Ten Learning Activity.

Digging Deeper

God’s Peoples by Spickard, P. and K. Cragg, eds. (Grand Rapids: Baker, 1994) 216–227.

“Columbus and Christianity” in *Christian History* Issue 35
A History of Christianity in the United States and Canada by M. Noll (Grand Rapids: Eerdmans, 1992) 12.

The Story of Christianity vol. 1, by J. Gonzalez (Harper One; 1984) 382–411.

This Rebellious House by S. Keillor (Downer’s Grove InterVarsity, 1996) 26–37.

Cromwell (0003) (Vision Video, 139 minutes)

The Mission (0303) (Vision Video, 125 minutes)

“Baptists” in *Christian History* Issue 6.

“John Bunyan” in *Christian History* Issue 11.

CHAPTER TEN (1620–1814) DISCUSSION AND REVIEW SESSION

Session Goals

This session will help students:

- Reinforce the knowledge they have gained by reading Chapter Ten.
- Consider how the unchanging Word of God can intersect the ever-changing cultures of mankind.

Supplies

- Eight overhead transparencies and an overhead projector or a hymnal for each student that includes the songs listed below or a digital projector and computer to project lyrics on a screen
 - Eight 3x5 cards
 - One large piece of poster-board or shelf paper
- OPTIONAL:** PowerPoint® slideshow for this session, available from Rose Publishing

1. Preparation

- Ask God to guide you throughout the session.
- Use the poster-board to post a sign: **HOW CAN CHRISTIANS ADAPT TO THEIR CULTURE WITHOUT COMPROMISING THEIR FAITH?**
- On each card, write one of these statements. *Include the numbers on each card!*
 1. Before the 1700s most Christians sang only psalms, like “Lift Up Your Heads,” a paraphrase of Psalm 24:7–10.
 2. In the 1700s Pietists, like the Moravians, wrote songs that focused on their relationship with Jesus. Nikolaus Zinzendorf, a Pietist, wrote “Christian Hearts, in Love United” and “Jesus, Lead the Way.”
 3. Through the Moravians, God drew John and Charles Wesley to Christ. “And Can It Be” captures the heart of the Wesleys’ faith.
 4. For a few years, George Whitefield and the Wesleys split over predestination. Had they not reunited, you might never have sung,

“Hark! The Herald Angels Sing.” Charles Wesley wrote the song—but we usually sing Whitefield’s altered version.

5. Isaac Watts was another Pietist hymn-writer. Isaac Watts wrote “I’ll Praise My Maker.” Around 1737 John Wesley modified Watts’ original words.

6. Deism focused people on God’s creation. In “I Sing the Mighty Power of God,” Watts praised God as the Creator without reducing God to a distant creator and nothing more.

7. Unlike Deists, Watts and other Pietists went beyond praising God as the Creator. In “When I Survey the Wondrous Cross,” Watts worshiped Christ as his Redeemer and God.

8. John Wesley and other Great Awakening preachers spoke against slavery. In 1764 a slave trader named John Newton became a Christian. He rejected his old ways and wrote “Amazing Grace.”

• Locate these hymns: “Amazing Grace” (Newton); “And Can It Be” (Wesley); “Christian Hearts, in Love United” or, “Jesus, Lead the Way” (Zinzendorf); “Hark! The Herald Angels Sing” (Wesley/ [Whitefield]); “I Sing the Mighty Power of God” (Watts); “I’ll Praise My Maker” (Watts/Wesley); “Lift Up Your Heads” (Weissel); “When I Survey the Wondrous Cross” (Watts). If your church’s hymnal does not include these songs, you can write the lyrics of public domain hymns on transparencies.

- Enlist musicians and a song leader to direct the hymns.
- Study Chapter Ten and the Chapter Ten Learning Activity.

2. Before the Session

• As students arrive, distribute the cards to students who can read well publicly and who are willing to read aloud. Comment that the cards are numbered. The first card will be read after the opening song. The second card will be read after “Lift Up Your Heads,” and so on.

3. Worship—30 minutes

- Sing the theme song or another appropriate song, such as, “O For a Thousand Tongues to Sing” (Wesley).
- **[Read Psalm 78:12–23]** Say: “*The ancient Hebrews reviewed their history through this psalm. Let’s follow their example. Let’s review our Christian heritage through God’s gift of music! So ...*” **[Read Psalm 78:1–8]**
- Ask the student who received the first card to read his/her card aloud. After each reading, the song leader should immediately lead everyone in singing the first verse of the suggested hymn. Continue until all eight cards have been read and the group has sung all eight hymns.

4. Large Group Review—7 or 20–35 minutes

- [If you want to lecture or show a video, do so here, 15–30 minutes.]
- Quickly review the Chapter Ten Learning Activity.

ANSWERS: 1–Roger Williams; 2–Anne Hutchinson; 3–Jonathan Edwards; 4–Nikolaus Zinzendorf; 5–Susanna Wesley; 6–George Whitefield; 7–John Wesley; 8–Sarah Crosby; 9–Answers will vary 10–Answers will vary. Use the definitions of Deism and the Enlightenment listed at the beginning of Chapter Ten to help students answer these questions.

5. Life Application—12 minutes

• Say: “*In the 1700s, Deism threatened Christianity. According to Deists, God was the Creator—but little more. Many people who called themselves Christians embraced Deism. By the late 1700s and early 1800s, many churches had abandoned the Bible’s depiction of God.*”

They had adapted their beliefs to their culture until they had nothing left to believe in. What false ideas about God are popular in our culture?”

[All students to respond until they come up with 3–5 ideas. The ideas may be perversions of Christian truth (like the denial that Jesus is the only way of salvation) or of Christian practice (like changing the Christian faith to appeal to non-believers). List the ideas on a chalkboard, whiteboard, or transparency.]

• Say: “*Like many false ideas, some forms of Deism arose from a desire that seemed good—a longing for tolerance and peace. Why did the false ideas that we’ve listed arise?*” **[As students respond, try to help them see that false ideas usually arise from desires that seem good. The problem is that people fail to locate the right response to their desires.]**

• Say: “*Christians must never adapt their faith to false beliefs. But Christians can let non-believers’ longings help them understand how to respond to false ideas in their culture. Name some right responses to the desires that led to the false beliefs that we’ve listed.*” **[All students to respond until at least several specific responses surface.]**

6. Upcoming Assignment and Closure—3 minutes

- Lead a brief prayer. Ask God to help your students respond appropriately to false beliefs.
- Remind the students to complete the Chapter Eleven Learning Activity before the next session.

Digging Deeper

“George Whitefield” in *Christian History* Issue 38.

“The American Revolution” in *Christian History* Issue 50.

This Rebellious House by S. Keillor (Downer’s Grove InterVarsity, 1996) 70–102.

The Baptist Heritage by L. McBeth (Nashville: Broadman, 1987) 124–136.

A History of Christianity in the United States and Canada by M. Noll (Grand Rapids: Eerdmans, 1992) 132–136.

CHAPTER ELEVEN (1780–1914) DISCUSSION AND REVIEW SESSION

Session Goals

This session will help students:

- Reinforce the knowledge they have gained by reading Chapter Eleven.
- Become more aware of how God may be working in their lives.

Supplies

- Christmas decorations (e.g., a small tree, tinsel, lights, etc.)
- A piece of paper and pencil for each student
- A photocopy of the essay “Christmas Wasn’t Born Here” for each student. Your local library should be able to locate the essay. The article may be found on the Internet or in printed form—K.L. Woodward, “Christmas Wasn’t Born Here.” *Newsweek* (12/16/96): 71.
- A chalkboard
- One large piece of poster-board or shelf paper
- Biographical articles about five of these people: William Carey, Amy Carmichael, Fanny Crosby, Sarah Grimke, Ann H. Judson, Lottie Moon, C. H. Spurgeon, Hudson Taylor, Sojourner Truth, William Wilberforce. You can find articles through:
 - The Internet (www.christianhistory.net www.gty.org/~phil)

gospelcom.net/chil/glimpses/indexpage.htm)

—Your local library (*Oxford Dictionary of the Christian Church* and encyclopedias)

OPTIONAL: PowerPoint® slideshow for this session, available from Rose Publishing

1. Preparation

- Ask God to guide you throughout the session.
- Study Chapter Eleven and the Chapter Eleven Learning Activity.
- Post a sign that reads: GOD’S ONLY BOUNDARY IS HIS OWN NATURE!
- Trim the classroom with the Christmas decorations.
- Arrange the biographical articles, papers, and pencils on tables.
- On the board, write the names of people about whom you located articles.
- Select two or three songs to sing during the session, such as “It Came Upon a Midnight Clear” (a 19th-century Christmas song), “Faith is the Victory” (one of Ira Sankey’s hymns), “Mine Eyes Have Seen the Glory” (a song from the Civil War), or some of Fanny Crosby’s hymns.

2. Before the Session

- As students enter, be certain they have completed the Chapter Eleven Learning Activity.
- Give each student a copy of the essay “Christmas Wasn’t Born Here” to read as other students arrive.

3. Worship—10 minutes

Sing the theme song and two or three 19th-century hymns.

4. Learning Activity—12 minutes

Review Chapter Eleven Learning Activity. These answers are suggestions: **ANSWERS: 1**—modern, optimism, progress; **2**—Carey challenged his church’s refusal to obey this text; **3**—To reach the Chinese, the Taylors adopted Chinese culture; **4**—The Restorationists wanted Christians to forsake denominations so that they could obey this text; **5**—God used Lydia’s prayers to bring Charles to salvation; **6**—feelings; **7**—Both White and Miller believed persons could predict Christ’s return; **8**—(a) Jesus is God, John 1:1; (b) Jesus was virgin-born, Matthew 1:18; (c) Jesus died as a sacrifice for sinners, 1 John 2:2; (d) Jesus arose from the dead and will come again, Acts 1:3–11; (e) The Bible contains no errors, 2 Timothy 3:16–17.

5. Large Group Reflection and Review—5 minutes

• Say: “*In the 1600s and 1700s, few Christians in England or the Americas observed Christmas. When Christmas was celebrated, it was—in a nineteenth century bishop’s words—‘a day of worldly festivity, shooting, and swearing.’ In the 1800s, Clement Moore published a poem titled ‘Twas the Night Before Christmas.’ According to a Dutch legend, St. Nicholas dropped dowries down chimneys for poor girls. Moore’s poem popularized the legend of St. Nicholas in America and England. By 1843, Christmas had become a time to stay home with one’s family. Yet the new Christmas focused on human reason and human goodness. In Charles Dickens’ A Christmas Carol, the spirit of Christmas, not Jesus Christ, is what transforms Scrooge. Many nineteenth-century people had placed human boundaries—boundaries like faith in human reason, human goodness, and human progress—around God’s boundless work until they no longer felt a need for a personal relationship with Christ. Today, Christians still try to limit God’s work at times. We may*

try to restrict the Spirit’s movements to our denomination, a certain race, or certain traditions. We sometimes forget that God’s only limit is God’s own nature, as expressed in Scripture.”

6. Research and Sharing—20 minutes

- Say: “*On the board, I’ve listed five names. Each of these people allowed God to break human boundaries—to go ‘out of bounds’—in his or her life. Use the resources on the tables to research one of these Christians. On your paper, list (1) an intriguing fact about the person, (2) one way that the person moved beyond human boundaries, and, (3) how Christians today can break similar boundaries.*”
- Allow students 12–15 minutes for research.
- Organize the class into three roughly equal groups. Have students share their lists with one another within their groups. Each group should select the most interesting list from among its members.
- Ask each group to share its chosen list with the entire class. On the chalkboard or whiteboard, list the ways that God can work through Christians today to break human boundaries.

7. Closure and Upcoming Assignment—8 minutes

- Lead the class in prayer. Ask God to guide each student to recognize God’s limitless capacities. Urge students to study Chapter Twelve and to complete the Chapter Twelve Learning Activity before the next meeting.

Digging Deeper

“Charles G. Finney” in *Christian History* Issue 20.

A History of Christianity in the United States and Canada by M. Noll (Grand Rapids: Eerdmans, 1992) 176, 317–323, 370–372.

How the Churches Got to Be the Way They Are by G. White (SCM Press, 1991) 13–16, 69–71.

The Scandal of the Evangelical Mind by M. Noll (Grand Rapids: Eerdmans, 1993) *Amazing Grace* (20th Century Fox, 2007; 118 minutes) *Children’s Heroes: Damien, Robert Raikes, William Carey* (4208) (Vision Video, 9 minutes each)

CHAPTER TWELVE (1906–2010) REVIEW AND CLOSURE SESSION

Session Goals

This session will help students:

- Reinforce the knowledge they have gained by reading Chapter Twelve.
- Consider how to use the knowledge they have gained from their study of church history.

Supplies

- Black bread (such as pumpernickel), Swiss cheese, sauerkraut, ice cream and sundae toppings, bananas, sunflower seeds, tortilla chips, Italian-flavored snacks or pizza, Polish sausages, trail mix, Graham crackers
 - One of the videos suggested in Digging Deeper
 - One large piece of poster-board
- OPTIONAL: PowerPoint® slideshow for this session, available from Rose Publishing

1. Preparation

- Ask God to guide you throughout the session.
- Post a sign that reads: *HOW DID YOU GET TO BE THE WAY YOU ARE?*
- Ready the DVD player and projector or television.

- Prepare food, flatware, plates, and drinks.
- Enlist an accompanist and song leader.
- Study Chapter Twelve and the Chapter Twelve Learning Activity.

2. Before the Session

- As members enter, make certain they have finished the Chapter Twelve Learning Activity.
- Ask some members, “*Is there a song or Scripture that has become more meaningful to you because of this study?*” Compile a few songs and Scriptures.

3. Worship—12 minutes

- Sing the theme song as well as, if possible, the songs that have become more meaningful to members as a result of this study.
- Read some of the Scriptures that have become more meaningful through this study. Ask the class: “*How have these songs and Scriptures become more meaningful to you through this study?*” Allow several students respond.

4. Large Group Review—Time will vary

- Ask members to locate the Chapter Twelve Learning Activity. Say: *Each of the first ten answers relates to one of the foods on the table. Randomly point at foods and ask: What question and answer might [food] suggest?* Please recognize throughout this activity that the connections between the foods and the facts may not be immediately clear. Have fun!

ANSWERS: **1**–Russian Orthodox Church (Black bread is often considered to be a Russian staple); **2**–Karl Barth (He was Swiss.); **3**–Dietrich Bonhoeffer (He was German and sauerkraut is a German food.); **4**–Sunday (ice cream sundae); **5**–William Bryan (He participated in the famous “Monkey Trial,” and monkeys are known to eat bananas.); **6**–Pentecostals (Sunflowers are often associated with Kansas, where some aspects of the Pentecostal movement began.); **7**–John XXIII (He was an Italian pope; pizza is an Italian food.); **8**–John Paul II (He was Polish.); **9**–World Council of Churches (Trail mix—The WCC is a mixture of various groups.); **10**–Billy Graham (Graham crackers).

- Share your answers for question 11. Use the definition at the beginning of Chapter Twelve to answer question 12.
- Begin the video. Members can eat as they watch the video together. After the video, read aloud a segment of Chapter 12 that relates to the video. Briefly discuss the video, asking, “What parts of this video made more sense because of what you learned in *Christian History Made Easy?*”

5. Life Application—12 minutes

- Ask: *To what areas of your Christian life can you apply what you have learned through these studies?* Let students respond until three specific responses surface. Write the responses on a chalkboard.
- Read aloud the quote from Gavin White in “Final Reflections.” Lead the class in prayer. Ask God to help members to use their new knowledge of their Christian heritage in their daily lives.

Digging Deeper

Dietrich Bonhoeffer (4137) (Vision Video, 60 minutes)

The Hiding Place (8024) (Vision Video, 145 minutes)

Inherit the Wind (United Artists, 128 minutes)

Shadowlands (4054) (Vision Video, 73 minutes)

A Primer on Postmodernism by S. Grenz (Grand Rapids: Eerdmans,

1996)

“The Monkey Trial and the Rise of Fundamentalism” in *Christian History* Issue 55.

After Modernity. What? by T. Oden (Grand Rapids: Zondervan, 1991)

No Place for Truth by D. Wells (Grand Rapids: Eerdmans, 1993)

INTRODUCTORY LEARNING ACTIVITY

How much do you know about church history? Fifteen key names from church history are hidden in the word-search. Each name completes one of the sentences below. Feel free to use a hymnal or Bible. If you don't know an answer, guess!

R	E	F	F	E	O	H	N	O	B
E	L	A	S	C	A	S	A	S	Q
N	S	G	R	A	H	A	M	L	D
I	P	A	U	L	T	B	C	E	R
T	U	T	N	S	R	R	A	F	A
N	R	A	N	I	A	E	L	F	G
A	P	Y	O	M	B	H	V	I	E
T	E	E	E	O	H	T	I	L	D
S	T	L	G	N	O	U	N	C	L
N	E	S	R	S	U	L	L	Y	I
O	R	E	U	U	S	H	A	W	H
C	R	W	P	H	E	G	R	A	H
M	O	T	S	O	S	Y	R	H	C

1. According to tradition, _____ was crucified upside down.
2. Early Christians met in _____ (Romans 16:5).
3. Emperor _____ claimed that he saw a cross in the sky.
4. John _____ 's nickname meant "Golden-Mouth."
5. One bishop accused _____ of Bingen, a mystic, of heresy.
6. Many Protestants call John _____ "the Morning Star of the Reformation."
7. Martin _____ wrote "A Mighty Fortress Is Our God."
8. John _____ wrote the *Institutes of the Christian Religion*.
9. Menno _____ was an early Anabaptist leader.
10. Bartolome de _____ fought his country's exploitation of Native Americans.
11. Charles _____, who wrote the hymn "And Can It Be", was part of a "Holy Club" at Oxford University.
12. Charles _____ was an English pastor in the mid-1800s.
13. Karl _____ 's commentary on Romans criticized the liberal theology of the 1800s.
14. Hitler had Dietrich _____ executed in 1945.
15. Billy _____ has been called the "best loved American Christian."

CHAPTER ONE LEARNING ACTIVITY

This quiz will help you review what you read in Chapter One.
Try to answer the questions without looking back in the book.

TRUE OR FALSE

1. ___ Roman citizens rarely served only one god.
2. ___ Nero started the fire in Rome.
3. ___ Peter was probably crucified upside down.
4. ___ Romans loved anything new.
5. ___ Non-Christians often attended Christian worship services.
6. ___ During the first century, the Jewish faith was legal in the Roman empire.
7. ___ Domitian refused to let anyone call him "God."
8. ___ The temple was destroyed in AD 64.
9. ___ After the temple burned, Jewish leaders urged synagogues to accept Christians.
10. ___ Emperor Domitian ignored the Christians.

FILL IN THE BLANKS

(Answers to these two questions will vary.)

11. Name two reasons Christianity was unpopular in the first and second centuries.

- a. _____

- b. _____

12. God uses social and political factors to produce spiritual results. List two social or political factors that God used to expand the church's mission.

- a. _____

- b. _____

CHAPTER TWO LEARNING ACTIVITY

This quiz will help you review what you read in Chapter 2. Place the correct letters in the blanks.

1. In the late first century, overseers and elders were _____.
A. the same position
B. slightly different positions
C. nonexistent
2. According to the Gnostics, _____ was evil.
A. everything spiritual B. everything physical C. Christ
3. Marcion created the first _____.
A. creed B. church C. list of authoritative writings
4. The church's responses to Gnosticism included _____,
and overseers.
A. a canon, a creed
B. a canon, a Bible
C. a cannon, a sword
5. The Rule of Faith is still used, in a slightly altered form.
Christians call it _____.
A. the church newsletter
B. the Baptist Hymnal
C. the Apostles' Creed
6. Rome's overseer became powerful because _____ and because two apostles died
in Rome.
A. Rome was an important city
B. he was intelligent
C. of his wife
7. When eastern Christians refused to celebrate Easter on the same day as
Romans, _____ excluded eastern Christians from fellowship with
Roman Christians.
A. Elmo B. Anicetus C. Victor
8. The New Prophets made _____.
A. fun of the Trinity B. some false predictions C. love not war
9. Eastern Christians celebrated Easter during the _____.
A. Jewish Passover B. winter C. Super Bowl
10. The church's holiness depends on the _____.
A. holiness of its members B. Holy Spirit C. holy overseers

CHAPTER THREE LEARNING ACTIVITY

Number the following events in the correct order. You will probably need to refer back to Chapter Three. To help you get started, two events are already numbered. Write 2 beside the next earliest event, 3 beside the event that occurred next, and so on.

- A. ___ The Donatists ask Constantine to settle a church dispute.
- B. ___ Diocletian and Galerius persecute Christians for the last time.
- C. ___ Constantine supposedly sees a cross in the sky.
- D. ___ Julian, an opponent of Christianity, becomes the emperor.
- E. 1 Constantine restores Arius and exiles Athanasius.
- F. 7 All Romans must obtain sacrifice certificates.
- G. ___ The Council of Nicaea agrees that Jesus is one essence with the Father.
- H. ___ In Alexandria, Eastern and Western Christians agree that God is three persons with one essence.
- I. ___ Cyprian allows persons to reenter their churches if they show outward signs of sorrow.
- J. ___ Beneath a cross, Constantine marches into Rome.

Answer the following questions.

1. Many Eastern Christians disliked the phrase in the Creed of Nicaea that described Jesus as being “of one essence with the Father.” Why?

Restate the phrase “of one essence with the Father” in your own words.

How would you explain the phrase to a sixth-grade Sunday school student?

2. Why did many fourth-century Christians flee to the desert?

1) _____

2) _____

3. The Cappadocian communities for nuns and monks, founded by Macrina and Basil, weren’t like other religious communities. What made their communities different?

4. How do the Council of Nicaea’s decisions affect your church today?

CHAPTER FOUR LEARNING ACTIVITY

This quiz will help you review what you read in Chapter Four. In the word search, locate ten key words from the chapter. Write the words in the blanks.

C	H	A	L	C	E	D	O	N	S
Y	I	C	O	O	S	R	L	E	Q
R	L	I	L	P	O	P	E	S	J
I	E	T	Y	S	R	E	M	T	D
S	N	S	M	T	B	Q	O	O	L
C	I	A	P	A	M	U	E	R	I
H	T	L	I	N	A	D	L	I	H
E	S	O	A	T	S	A	N	U	D
V	U	H	S	C	H	O	L	S	L
O	G	C	Y	R	I	E	V	E	I
J	U	S	T	I	N	I	A	N	H
S	A	N	A	I	N	I	V	O	J

1. _____ did not like the division between clergy and laypeople.
2. Before he became Milan's bishop, _____ was a governor.
3. _____ used her inheritance to give slaves their freedom.
4. Ambrose's preaching impressed _____.
5. _____ was misunderstood when he criticized a common title for Mary, "God-Bearer."
6. _____ convinced Attila the Hun not to plunder Rome.
7. In AD 451 the Council of _____ used Leo's *Tome*, Cyril's writings, and the Nicene Creed to explain the relationship of Jesus' two natures.
8. _____ convened the Second Council of Constantinople, AD 553.
9. _____ and her twin brother, Benedict, built religious communities in Italy. Their guideline was *Benedict's Rule*.
10. Even though she was English, _____ defended Celtic-Irish traditions at the Synod of Whitby.
11. Gregory is sometimes called "the first _____."
12. What person in this chapter would you most like to meet? Why? What questions would you ask her or him?
(Answers will vary.) _____

CHAPTER FIVE LEARNING ACTIVITY

This quiz will help you review what you read in Chapter Five. Choose the word or phrase that completes each sentence.

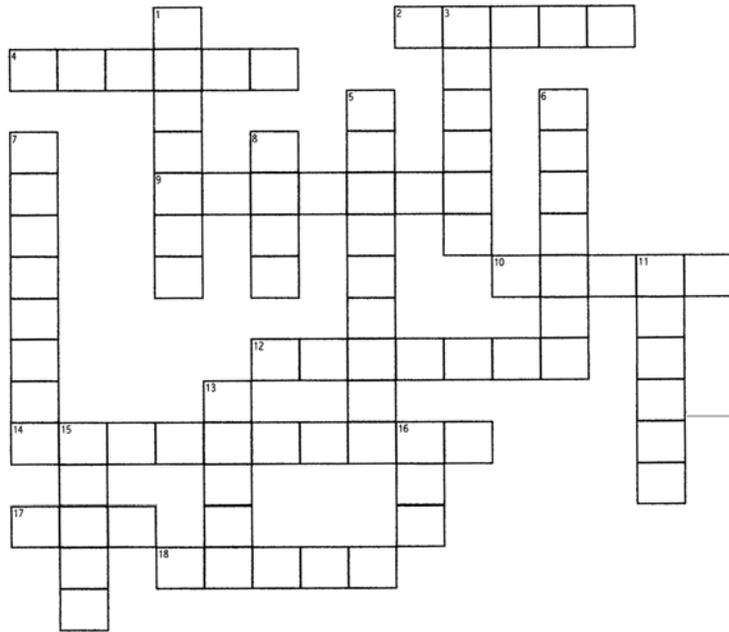
1. Muslims worship _____.
A. Muhammad B. Allah C. idols
2. The Second Council of Nicaea allowed Christians to _____.
A. worship idols. B. idolize icons C. revere icons
3. Pope Leo III crowned King Charles of the Franks as the _____.
A. Roman emperor B. Roman bishop C. Saxon emperor
4. The forged *Donation of Constantine* granted lands to the _____.
A. Eastern church B. English church C. Roman church
5. Pope Leo IX (“Bruno”) _____.
A. promoted priestly celibacy B. pardoned Henry IV
6. The purpose of the First Crusade was to _____.
A. sack Constantinople B. kill Jews C. conquer Jerusalem
7. Pope Innocent III _____ the attack on Constantinople.
A. ignored B. encouraged C. forbade

Match each statement below with its source.

8. _____ Third Council of Constantinople
 9. _____ The Roman Nicene Creed
 10. _____ Pope Urban II’s sermon
 11. _____ Humbert’s bull
 12. _____ Fourth Lateran Council
- A. “If anyone out of devotion sets out for Jerusalem, the journey shall be seen as penance.”
- B. “Michael Cerularius and his followers be damned.”
- C. “[The Holy Spirit] proceeds from the Father and the Son.”
- D. “We glorify two natures and two wills agreeing within [Jesus] for the salvation of humanity.”
- E. “His body and blood are . . . in the sacraments.”

CHAPTER SIX LEARNING ACTIVITY

This crossword puzzle will help you review what you learned as you read Chapter Six. Try to complete the puzzle without looking at the chapter.



1. In 1112, _____ of Clairvaux became a Cistercian monk.
2. When _____ died, he remained under his church's condemnation.
3. The founder of the Franciscan order was from _____.
4. _____ was an archbishop of Canterbury.
5. _____ preachers traveled throughout medieval towns.
6. _____ wanted to encounter God directly
7. John _____ lost his right hand and his freedom when someone lied about him.
8. English and Irish monks and _____ spread the gospel through self-sufficient religious communities.
9. Thomas _____ combined Aristotle's logic with devout Christian faith.
10. _____ and Boniface were English missionaries to Germany.
11. Hildegard, a mystic, directed a convent near _____, Germany.
12. After his conversion, _____ gave away his possessions and cared for lepers.
13. Duke William gave up his hunting dogs to build a new monastery at _____.
14. _____ scholars, like Anselm and Aquinas, integrated God's revelation with human reason.
15. English and Irish monks used their top-quality _____ to generate interest in the Christian faith.
16. Although he thought Francis' rules were too strict, Pope Innocent _____ approved Francis' movement.
17. In this chapter, you learned that _____ is always working.
18. From a human viewpoint, _____ and Methodius failed as missionaries. Yet God turned their efforts into a success.

CHAPTER SEVEN LEARNING ACTIVITY

This learning activity will help you review what you learned as you read Chapter Seven.

1. What sort of pope was Celestine V?

2. For 72 years the popes reigned from _____, a village on the French border.

3. Name one way people responded to the Black Death.

4. How did the Roman Catholic Church end the Great Papal Schism?

5. Wycliffe believed all Christians were responsible to study and understand the Bible for themselves. Why?

6. Why did many members of the Common Life Movement dislike Scholasticism?

7. List two words that might have described Joan of Arc.

(a) _____ (b) _____

8. Why did many fifteenth-century Christian scholars call themselves humanists?

9. List two words that might have described Erasmus.

(a) _____ (b) _____

10. God isn't on the side of any human regime. God is on the side of his own character. Christ demonstrated God's character through a cross—not through military conquests. Rent and watch the videos *Joan of Arc* and *Henry V*. Each film portrays a battle from the Hundred Years' War. When and how did the English (*Henry V*) and the French (*Joan of Arc*) both assume God was on their side? _____

11. When and how do Christians today assume that God takes political sides? _____

CHAPTER EIGHT LEARNING ACTIVITY

In each blank, write words from the list that relate to the name beside the blank. Most words in the list will be used more than once. After you finish the learning activity, add one word of your own in each blank.

Anabaptist	Dutch	Jesuit	Studious
Barrel	English	Monk	Swiss
Cambridge	French	Nun	Theses
Catherine	Fled	Priest	Translator
Catholic	Geneva	Soldier	Wife
Council	German	Spanish	Wittenberg
Drowned	Institutes	Strangled	Zurich

1. Ignatius Loyola _____
2. John Calvin _____
3. Henry VIII _____
4. Kaetie Luther _____
5. Martin Luther _____
6. Felix Manz _____
7. Menno Simons _____
8. Trent _____
9. William Tyndale _____
10. Ulrich Zwingli _____

CHAPTER NINE LEARNING ACTIVITY

This quiz will help you review what you read in Chapter Nine.

Match the statements with the people or events.

1. _____ Jacob Arminius
2. _____ Galileo
3. _____ Huguenots
4. _____ Bohemian Protestants
5. _____ Puritans
6. _____ King James
7. _____ John Smyth
8. _____ John Bunyan
9. _____ Westminster Assembly
10. _____ Bartolome de Las Casas
11. _____ Pedro Claver

- A. “Always a slave of Africans.”
 - B. People must choose to cooperate with God.
 - C. “The chief end of man is to glorify God”
 - D. “The Indians are our brothers.”
 - E. “Am I not free to dissent from Vieyra’s opinion?”
 - F. Brothers of the Separation of the Second English Church in Amsterdam.
 - G. Mathematically, a sun- centered universe makes the most sense.
 - H. Threw two Catholic envoys through a window, marking the beginning of the Thirty Years’ War.
 - I. Wrote Pilgrims’ Progress.
 - J. Wanted earthly joy to lead them to glorify God.
 - K. Disliked the Puritans’ Geneva Bible.
 - L. Were slaughtered on St. Bartholomew’s Day.
12. The movie *The Mission* portrays the demise of one Jesuit mission. Check out the movie from your library or video store. After you watch the movie, reread the stories about the sugar plantations, Las Casas, and Claver. How did the movie help you understand the Jesuit missions?

CHAPTER TEN LEARNING ACTIVITY

This quiz will help you review what you read in Chapter Ten. Fill in the blanks.

1. Under _____, Rhode Island became a haven for religious refugees.
2. The Massachusetts Bay Colony exiled _____ because of her unpopular views.
3. By contemporary standards, _____ would have been a boring speaker.
4. Count _____ started round-the-clock prayer meetings which the Moravian Brethren continued for more than 100 years.
5. Hundreds of people came to _____'s home, to hear her speak. One of her sons wrote more than 5,000 hymns.
6. _____ disagreed with the Wesleys about predestination.
7. _____, the founder of the Methodist movement, opposed the Revolutionary War.
8. During the Great Awakening, _____preached throughout England. Her preaching tours continued for 20 years.
9. Review the section entitled, "You Say You Want a Revolution in Human Reason?"
Look up "[the] Enlightenment" in an encyclopedia. Define the Enlightenment in your own words.

10. Review the sections that explain Deism. Name two ways that Deism differs from biblical Christianity. Find a Scripture that gives God's view of each difference. List the differences and the Scriptures below.
A. _____

B. _____

CHAPTER ELEVEN LEARNING ACTIVITY

This quiz will help you review what you read in Chapter Eleven.

Fill in the blanks.

1. List two words that describe the 1800s:

(a) _____ (b) _____

2. How does Matthew 28:19-20 relate to William Carey?

3. How does 1 Corinthians 9:20-23 relate to Hudson and Maria Taylor?

4. How does John 17:20-21 relate to the Stone-Campbell Restoration Movement?

5. How does James 5:16 relate to Lydia Andrews and Charles Finney?

6. List one word that describes the teachings of Kant and Schleiermacher.

7. How does Mark 13:30-32 relate to William Miller and Ellen G. H. White?

8. List the five fundamental beliefs that were affirmed at the 1895 Bible conference. Locate a Bible verse that relates to each one.

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

CHAPTER TWELVE LEARNING ACTIVITY

This “Who Am I?” exercise will help you recall what you learned as you read Chapter Twelve.

1. When the Russian Revolution occurred, we lost our special status. Who are we?

2. When I saw my professors’ names on a statement that supported World War I, I forsook liberal theology. Who am I?

3. I guided a seminary for the Confessing Church. Hitler himself decreed my death. Who am I?

4. I was a popular fundamentalist evangelist. When Congress prohibited alcoholic beverages, I preached a funeral for “John Barleycorn.” Who am I?

5. I prosecuted John Scopes in the famous “Monkey Trial.” Who am I?

6. Our movement began in Kansas and spread to Azusa Street in Los Angeles. Who are we?

7. I was a 76-year-old Italian cardinal when I became pope. I convened the Second Vatican Council in Rome. This council urged Roman Catholics to study the Bible. Who am I?

8. I asked God’s Spirit to heal my homeland. Ten years later, Communism collapsed. Who am I?

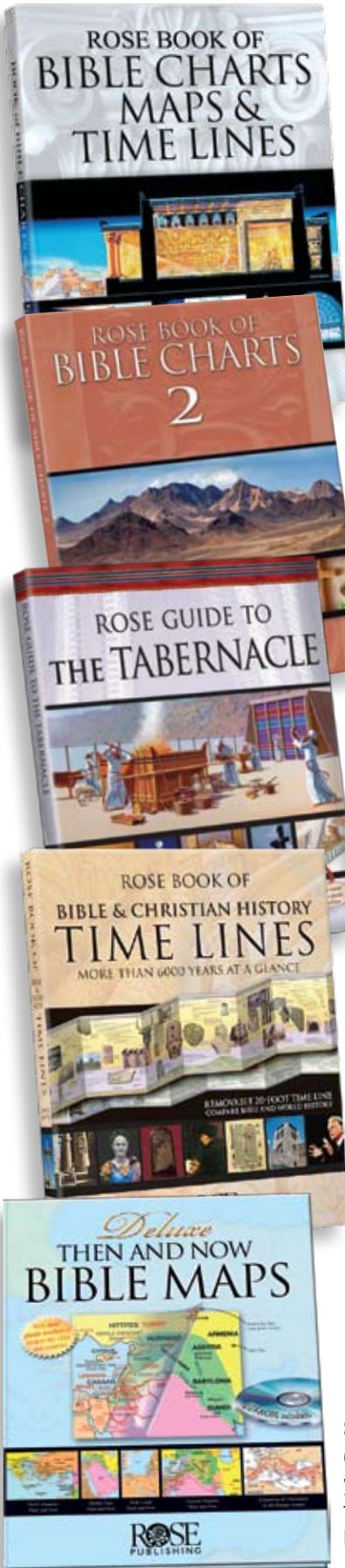
9. Delegates from Orthodox, Anglican, and other Protestant churches joined to form our ecumenical group. Who are we? _____

10. ____ I was a founder of *Christianity Today*. I have been called “the best-known and best-loved American Christian.” Who am I? _____

11. Check out the movie *Inherit the Wind* from your library or video store. The movie depicts the “Monkey Trial” of 1925. The movie changes several key facts and scenes. (Bryan becomes “Brady”; Darrow becomes “Drummond”; Scopes becomes “Cates.”) Still, it’s a useful resource to help Christians think about their beliefs. How did the movie help you understand American fundamentalism in the 1920s?

12. Define “postmodernity” in your own words: _____

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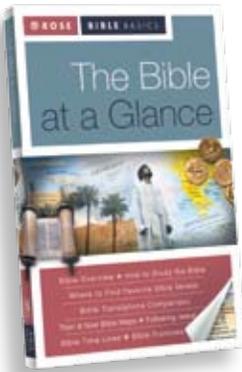
Six thousand years and 20 feet of time lines in one hard-bound cover! This unique resource allows you to easily store and reference two time lines in book form. These gorgeous time lines printed on heavy chart paper, can also be slipped out of their binding and posted in a hallway or large room for full effect.

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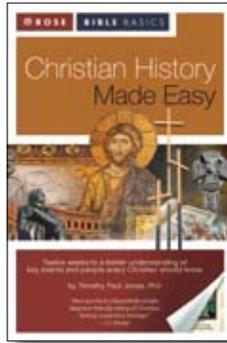
MORE Rose Bible Basics



The Bible at a Glance

Contains a Bible overview summarizing each book of the Bible, a Bible time line comparing Bible history and world history side by side, steps to studying the Bible, Then & Now Bible maps, where to find favorite Bible verses, Bible promises, the basics of the Christian life, and a Bible translations comparison chart.

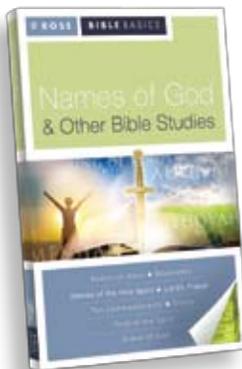
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Christian History Made Easy

This easy-to-read book brings to life the most important events and people in Christian history that every believer should know.

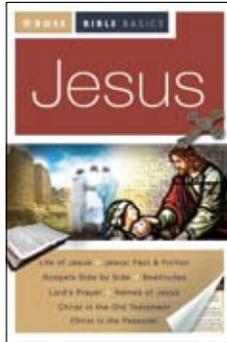
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Names of God and Other Bible Studies

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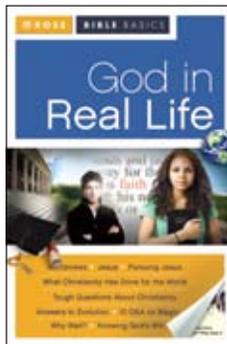
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Jesus

This easy-to-understand book provides a biblically centered approach to learning who Jesus is and why his powerful message of salvation matters today.

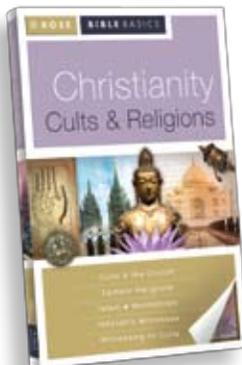
128 pages, ISBN: 9781596363243



God in Real Life

To navigate life's tough choices, teens and young adults need a real relationship with God in their real life. This full-color book provides clear, biblical answers to their questions.

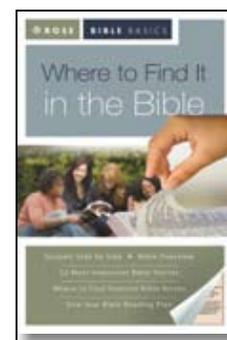
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Christianity, Cults & Religions

This book clarifies the differences between the beliefs and practices of various religions, cults, and new religious movements. Includes topics such as: Who is God? Who is Jesus Christ? What is salvation? What happens after death?

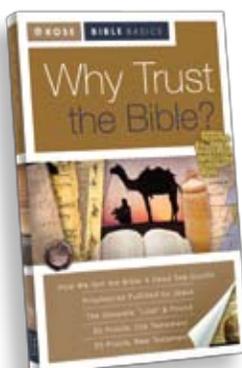
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Where to Find it in the Bible

Can't remember which chapter that Bible story is in? Need help finding just the right verse for that topic? This full-color book is a handy Bible handbook for people with busy lives. Find quick facts about each book of the Bible and your favorite Bible stories. Includes the basics of how to do Inductive Bible study, an topical index of most loved and key Bible verses, 100 favorite Bible promises, and a one-year Bible reading plan.

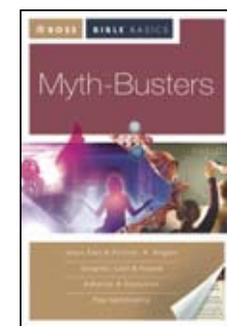
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Why Trust the Bible?

Is the Bible an ancient document that has been tampered with? Has it been edited many times over the centuries and now is filled with errors? How can we know what the Bible really said when the originals no longer exist? 112 pages

ISBN: 9781596362017



Myth-Busters

Skepticism is everywhere. It seems like every day someone on TV is talking about the "real" Jesus, or the "lost" gospels, or a "new" spirituality or debunking Christianity. But what's the truth? Learn how to engage these popular issues with clarity and solid facts in this full-color easy-to-read book. Covers important topics that everyone faces: atheism, evolution, the New Age, reliability of the Gospels, historical evidence for Jesus, and the teachings of "spiritual" leaders today. Great for youth & adults.

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