

History of God's Kingdom—Schedule for Topics and Skills¹

Week	History and Biographies
1	<i>The Story of Christianity</i> —The Old Testament: The Story of Israel; Between the Old and New Testaments; “For Unto Us a Child Is Born”; The Infant Church; <i>The 100 Most Important Events</i> —Titus; <i>From Jerusalem to Irian Jaya</i> — Paul the Apostle; <i>How to Read Church, vol. 1</i> —The Birth of the Church (<i>The Early Church</i>)
2	<i>The Story of Christianity</i> —A New Religion; Worship and Leadership; Challenges to the Early Church; Persecution; Defending the Faith; The Triumph of Faith; <i>The 100 Most Important Events</i> —The Fire in Rome; Polycarp; Justin Martyr; Irenaeus; <i>From Jerusalem to Irian Jaya</i> —The Irresistible Advance; The Early Centuries: Polycarp; Perpetua; <i>How to Read Church, vol. 1</i> —Christians in a Hostile World (<i>The Early Church</i>)
3	<i>The Story of Christianity</i> —The Developing Church; The Great Persecution; Christianizing the Empire; Crisis in the Empire; The Church Gains Power; <i>The 100 Most Important Events</i> — Origen; Cyprian; Anthony; Constantine; The Council of Nicea; New Testament Canon; Bishop Ambrose; <i>How to Read Church, vol. 1</i> —Being a Christian in the Early Centuries (<i>The Early Church</i>)
4	<i>The Story of Christianity</i> —Monasticism; Augustine: The Victory of Grace; Barbarians in the West; The Church in the East; Byzantium in its Glory; <i>The 100 Most Important Events</i> —Benedict of Nursia; Augustine; Jerome; John Chrysostom; The Council of Chalcedon; <i>How to Read Church, vol. 1</i> —The Church in the Christian Empire (<i>The Church in the East</i>)
5	<i>The Church of the East</i> —The Church of the East; The Church in Persia; Persecution; The Church in Arabia; Expansion in Central and Eastern Asia; <i>How to Read Church, vol. 1</i> —The Church in the Christian Empire; The Formation of the Creed (<i>Christianity in the East</i>)
6	<i>The Church of the East</i> —Syrian Christians of Southwest India; The Missionary Enterprise in Further Asia; The Spread of Christianity in China and Japan; Cemetery Inscriptions from Southern Siberia; Factors in the Decline of the Church in the East; <i>How to Read Church, vol. 1</i> —The Formation of the Creed (<i>Christianity in the East</i>)
7	<i>Church of the East</i> —Additional Factors in the Decline of the Church in the East; The Easter Church’s Lasting Legacy; The Church of the East Today; The Name; The Bible of the Church of the East; Customs and Practices of the Church in the East; Was Nestorius a Heretic? <i>How to Read Church, vol. 1</i> —The Church Fathers (<i>The growth of the Church</i>)
8	<i>The Story of Christianity</i> —An Era of Missions; Civilizing the Barbarians; Mission and Reform; <i>The 100 Most Important Events</i> —Patrick; Columba; Gregory I; Synod of Whitby; Boniface; Bede; <i>From Jerusalem to Irian Jaya</i> —The Early Centuries: Ulfilas; Patrick; Columba; Roman Catholic Missions: Boniface (Winfried); Anskar (<i>The growth of the Church</i>)
9	<i>The Story of Christianity</i> —Invasions in the East; A New Empire and a Christian Culture; Western Europe Returns to Chaos; Church, State, and Monks; Splendor and Schism; <i>The 100 Most Important Events</i> —Charles Martel; Charlemagne; Cluny; Cyril and Methodius; <i>From Jerusalem to Irian Jaya</i> —Cyril and Methodius (<i>The growth of the Church</i>)
10	<i>The Story of Christianity</i> —Splendor and Schism; The Gregorian Reformers; The Crusades; Revival in Faith, Art, and Learning; <i>The 100 Most Important Events</i> —Vladimir, Prince of Russia; The East-West Schism; Pope Urban II; The Monastery at Clairvaux; The Fourth Lateran Council; The Waldensians; <i>From Jerusalem to Irian Jaya</i> —Raymond Lull (<i>The growth of the Church</i>)
11	<i>The Story of Christianity</i> —Revival in Faith, Art, and Learning; Friars and Faith; Devotion and Division; <i>The 100 Most Important Events</i> —Anselm; Universities of Paris and Oxford; Thomas Aquinas; The Divine Comedy; Francis of Assisi; Catherine of Siena; Wycliffe; John Hus; <i>How to Read Church, vol. 1</i> —The Middle Ages (<i>The growth of the Church</i>)
12	<i>The Story of Christianity</i> —The Eastern Churches; The Renaissance; Europe at the Time of the Reformation; The Reformation in Germany; <i>The 100 Most Important Events</i> —Johann Gutenberg; The Spanish Inquisition; Savonarola; Michelangelo; Martin Luther; <i>How to Read Church, vol. 1</i> —Christendom: The Foundations of a Society (<i>The growth of the Church</i>)
13	<i>The Story of Christianity</i> —The Reformation in Switzerland; The Radical Reformation; The Spread of the Reformation; <i>The 100 Most Important Events</i> —Ulrich Zwingli; John Calvin; Anabaptist; John Knox; St. Bartholomew’s Day Massacre; Henry VIII; The Book of Common Prayer; John Smyth; <i>How to Read Church, vol. 1</i> —Christendom: Expansion, Challenges and Defense (<i>The growth of the Church</i>)
14	<i>The Story of Christianity</i> —The Spread of the Reformation; the Catholic Reformation; Early World Missions; <i>The 100 Most Important Events</i> —King James Bible; Mayflower Compact; Ignatius of Loyola; Council of Trent; <i>From Jerusalem to Irian Jaya</i> —Roman Catholic Missions: Francis Xavier; Matthew Ricci; Batholomew de Las Casas; <i>How to Read Church, vol. 1</i> —The Autumn of Christendom (<i>The growth of the Church</i>)
15	<i>The Story of Christianity</i> —The Close of the Reformation; The Impact of the Enlightenment; Catholic Movements; Arminianism and Pietism; <i>The 100 Most Important Events</i> —Jan Amos Comenius; John Bunyan; The Westminster Confession of Faith; George Fox; Rembrandt; Philip Jacob Spener; <i>From Jerusalem to Irian Jaya</i> —The Moravian Advance: Dawn of Protestant Missions; <i>How to Read Church, vol. 2</i> —Renaissance and Reformation (<i>The Growth of the Church</i>)
16	<i>The Story of Christianity</i> —Churches Under Attack; Revival Fires; <i>The 100 Most Important Events</i> — Moravian Brethren; Johann Sebastian Bach and George Frederic Handel; Isaac Watts; John Wesley; <i>From Jerusalem to Irian Jaya</i> —The Moravian Advance: Count Nicolaus Ludwig von Zinzendorf; Christian David and Hans Egede; George Schmidt; <i>How to Read Church, vol. 2</i> —Catholic Reform in the Sixteenth Century; The Seventeenth Century: Toleration out of Conflict (<i>The growth of the Church</i>)
17	<i>The Story of Christianity</i> —Revival Fires; the Orthodox Church in the Age of Reason; <i>The 100 Most Important Events</i> —Jonathan Edwards; <i>From Jerusalem to Irian Jaya</i> —American Indian Missions: Paul Le Jeune; John Eliot; The Mayhews; David Brainerd; Eleazer Wheelock; David Zeisberger; Isaac McCoy; Marcus and Narcissa Whitman; <i>How to Read Church, vol. 2</i> —Religious Flowering of the Seventeenth Century; Reformation of the Sixteenth Century (<i>The growth of the Church</i>)

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Week	History and Biographies
18	<i>The Story of Christianity</i> –New World of Freedom; Christianity Attacked, Divided, and Flourishing; New Movements in Protestantism; a New Era for Missions; <i>The 100 Most Important Events</i> –William Wilberforce; John Keble; Soren Kierkegaard; Robert Raikes; William Carey; <i>From Jerusalem to Irian Jaya</i> –South Central Asia: William Carey; <i>How to Read Church, vol. 2</i> –The Seventeenth Century: Tolerance out of Conflict (<i>The growth of the Church</i>)
19	<i>The Story of Christianity</i> –American Christianity; <i>The 100 Most Important Events</i> –Campbells/Disciples of Christ; Adoniram and Ann Judson; Charles G. Finney; John Nelson Darby; Dwight L. Moody; Richard Allen; <i>From Jerusalem to Irian Jaya</i> –South Central Asia: William Carey; Adoniram and Ann Judson; George and Sarah Boardman; Alexander Duff; James and Isabella Thoburn; <i>How to Read Church, vol. 2</i> –Evangelization of the World (<i>The growth of the Church</i>)
20	<i>The Story of Christianity</i> –The Eastern Churches; Christianity in Industrial Society; World Evangelization; <i>The 100 Most Important Events</i> –Charles Spurgeon; Elizabeth Fry; William Booth; David Livingstone; <i>From Jerusalem to Irian Jaya</i> –Black Africa: Robert and Mary Moffat; <i>How to Read Church, vol. 2</i> –Evangelization of the World (<i>The growth of the Church</i>)
21	<i>From Jerusalem to Irian Jaya</i> –Black Africa: David Livingstone; George Grenfell; William Sheppard; Alexander Mackay; Mary Slessor; China: Robert Morrison; Liang Afa; Karl F. A. Gutzlaff; <i>How to Read Church, vol. 2</i> –New Worlds: Britain and North America (<i>The growth of the Church</i>)
22	<i>The Story of Christianity</i> –World Evangelization; <i>The 100 Most Important Events</i> –Hudson Taylor; <i>From Jerusalem to Irian Jaya</i> –China: J. Hudson Taylor; Jonathan and Rosalind Goforth; Mildred Cable; The Pacific Islands: Henry Nott; <i>How to Read Church, vol. 2</i> –The Church in the Age of Enlightenment and Revolution (<i>The growth of the Church</i>)
23	<i>From Jerusalem to Irian Jaya</i> –The Muslim World: Hiram Bingham; John Williams; John G. Paton; John Coleridge Patteson; Florence Young; <i>How to Read Church, vol. 2</i> –The Shock of the Revolution (<i>The growth of the Church</i>)
24	<i>From Jerusalem to Irian Jaya</i> –The Muslim World: Henry Martyn; Samuel Zwemer; Temple Gairdner; Constance Padwick; Maude Cary; <i>How to Read Church, vol. 2</i> –Restoration and Liberalism (<i>The growth of the Church</i>)
25	<i>From Jerusalem to Irian Jaya</i> –Korea and Japan: Horace Allen; Henry Appenzeller; Horace and Lillias Horton Underwood; John L. Nevius; Protestant Mission Initiatives in Japan; William Smith Clark and Kanzo Uchimura; Charles and Lettie Cowman; Mabel Francis; <i>How to Read Church, vol. 2</i> –The British Experience (<i>The growth of the Church</i>)
26	<i>From Jerusalem to Irian Jaya</i> –Single Women Missionaries: Adele Marion Fields; Charlotte (Lottie) Diggs Moon; Amy Carmichael; <i>How to Read Church, vol. 2</i> –A World Wide Christianity
27	<i>The 100 Most Important Events</i> –Student Volunteer Movement; <i>From Jerusalem to Irian Jaya</i> –Single Women Missionaries: Johanna Veenstra; Gladys Aylward; Student Volunteers: C. T. Studd; John R. Mott; Robert E. Speer; <i>How to Read Church, vol. 2</i> –The Weight of Modernity (<i>The growth of the Church</i>)
28	<i>From Jerusalem to Irian Jaya</i> –Student Volunteers: Fletcher Brockman; E. Stanley Jones; “Faith” Missionaries: A. B. Simpson; Fredrik Franson; Rowland Bingham; Peter Cameron Scott; C. I. Scofield (<i>The growth of the Church</i>)
29	<i>The Story of Christianity</i> –Fortress Rome; Facing the New Century; A World at War and A New Theology; <i>The 100 Most Important Events</i> –Papal Infallibility; Pentecostalism; Karl Bath; <i>From Jerusalem to Irian Jaya</i> –“Faith” Missionaries: Jim Eliot; Eliza Davis George (<i>The growth of the Church</i>)
30	<i>The Story of Christianity</i> –The Orthodox Church in Communist Russia; The West Between the Wars; <i>The 100 Most Important Events</i> –The Fundamentalist Movement; <i>From Jerusalem to Irian Jaya</i> –Innovation and Ingenuity: Medical Missions; Ida Scudder; Carl Becker (<i>The growth of the Church</i>)
31	<i>The Story of Christianity</i> –World War II and After; <i>The 100 Most Important Events</i> –Cameron Townsend; Christian Radio Broadcast; Dietrich Bonhoeffer; <i>From Jerusalem to Irian Jaya</i> –Innovation and Ingenuity: William Cameron Townsend; Elizabeth “Betty” Greene (<i>The growth of the Church</i>)
32	<i>From Jerusalem to Irian Jaya</i> –Twentieth-Century Martyrs: Betty and John Stam; Paul Carlson; Betty Olsen; Chet Bitterman; William Donald McClure (<i>The growth of the Church</i>)
33	<i>The Story of Christianity</i> –Developing Churches; Ecumenical Movements; <i>The 100 Most Important Events</i> – World Council of Churches Is Formed; <i>From Jerusalem to Irian Jaya</i> –Third World Missions: Pandita Ramabai; William Wade Harris; Semisi Nau; John Sung; Elka of the Wai Wai (<i>The growth of the Church</i>) <i>Sphere Four</i> : Indigenous Missions Defined
34	<i>The Story of Christianity</i> –Social Issues and Activism; Changing Catholicism; the New Evangelicals; the Pentecostal Movement; World Christianity (<i>The global Church</i>) <i>The 100 Most Important Events</i> –Martin Luther King Jr.; Second Vatican Council; Billy Graham; Modern Charismatic Renewal
35	<i>The 100 Most Important Events</i> –Chinese Church Grown Despite Cultural Revolution; <i>From Jerusalem to Irian Jaya</i> –New Methods and Strategy: R. Kenneth Strachan; Orlando Costas; Donald McGavran; Ralph and Roberta Winter; Leslie Newbigin (<i>The growth of the Church</i>)
36	<i>From Jerusalem to Irian Jaya</i> –Saints and Celebrities: Bob Pierce; Bruce Olson; Mother Teresa; Brother Andrew and Open Doors; Helen Roseveare; Jackie Pullinger; Don Richardson; Postscript (<i>The growth of the Church</i>)

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1. This Schedule for Topics and Skills does not include Bible or Literature.

Week 1—Schedule

Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵
Bible/Apologetics ¹					
Special	Day 1: Read the Bible/Apologetics — Introduction notes in Section One of this guide. Please make sure your mom or dad reads it too.				
Westminster Shorter Catechism	Read Question 1, plus answer all the questions (#1–15)			Read Question 2, plus answer all the questions (#1–15)	
More Than a Carpenter	Day 1–Day 5: chap. 1 and chap. 2				
Adventuring Through the Bible	chap. 47	chap. 48	chap. 49	chap. 50	chap. 51
Memorization N ²	Matthew 1:21		Mark 10:45		Luke 19:10
History and Biographies ¹					
Special	Day 1: Read the History and Biographies — Introduction notes in Section One of this guide. Please make sure your mom or dad reads it too.				
The Story of Christianity	pp. 7–11	pp. 12–19	pp. 20–23	pp. 24–29	pp. 30–35
The 100 Most Important Events in Christian History					pp. 15–17 Titus
From Jerusalem to Irian Jaya					pp. 26–30 Paul
How to Read Church History, Volume 1	Optional: chap. 1				
Current Events	Please read the notes for Current Events in Section One of this guide. Make sure your mom or dad reads it too.				
Literature ¹					
Pictures of Hollis Woods	1st picture–chap. 3	chap. 4–8th picture	chap. 9–11th picture	chap. 13–end	
The Flames of Rome					chaps. 1–2
	Note to Mom or Dad: Please read the Introductory Note (Section One) before assigning this text!				
A Child's Anthology of Poetry	"Hiding" p. 3	"The Creation" p. 5	"Life Doesn't Frighten Me" p. 6	"Song for a Young ..." p. 8 "Song for the Sun ..." p. 9	"A Visit From Mr. Fox" p. 10
Language Arts					
Creative Expression N	Literary Analysis Overview & Pictures of You				
Optional: Vocabulary from Classical Roots A	pp. v–viii	Lesson 1; study Key Words	Exercise 1A	Exercise 1B	Exercise 1C
Optional: Wordly Wise 3000 Book 9	Exercise 1A		Exercise 1B		Exercise 1C
Physical Education					
Other Notes					

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1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: Bible/Apologetics, History and Biographies, and Literature Study Guide sections are ordered alphabetically by book title.

2. The N symbol means there is a note for this book in the notes section immediately following the schedule page.

Week 1—Notes

Memorization

As stated in the Introduction, during this year's study you will have the opportunity to memorize and quote various texts of Scripture. The memory verses are taken from the Bible reading list for each week, and more often than not, are key verses in the portion of the New Testament you will read for the week (the assignments for Week 1 and Week 36 have three memory verses, but all the other weekly assignments have only one memory verse).

You will be assigned to quote your memory verses aloud at the end of Weeks 12, 24, and 36. Preparation for these quoting assignments will enable you to commit to memory some important biblical passages, and quoting the passages aloud will enable you to practice some public speaking skills.

Literature/Creative Expression

Please read the Literary Analysis Overview, located in Section Three: Appendices, before you read this week's Creative Expression assignment or start *Pictures of Hol-*

lis Woods. **Note to Mom or Dad:** Because the Creative Expression assignments are tied closely to the books you will be reading, each week's Creative Expression assignment can be found at the end of the Literature Study Guide notes for the book to which it corresponds. For example, this week's assignment, "Pictures of You," can be found at the end of the Literature Study Guide notes for *Pictures of Hollis Woods*.

For clarity and ease of use, Sonlight uses only one moniker ("Creative Expression") to identify writing assignments in its materials. The actual assignments, however, encompass a wide variety of writing tasks, styles, and skills. For example, your children will encounter traditional composition practice (ranging from formal essays to informal thank-you notes), research, poetry, book reports, analysis, and fun, inspired creative writing assignments. We believe that the breadth and variety of Creative Expression assignments will launch your children to new heights in their writing — and that they'll have a lot of fun in the process! ■

Week 18—Schedule

Date:	Day 1 <small>86</small>	Day 2 <small>87</small>	Day 3 <small>88</small>	Day 4 <small>89</small>	Day 5 <small>90</small>
Bible/Apologetics					
<i>Westminster Shorter Catechism</i>	Question 37, plus answer questions #1–7 and 10–14			Question 38, plus answer all the questions (#1–14)	
<i>What if Jesus Had Never Been Born?</i>	pp. 149–153	pp. 153–156	pp. 157–160	pp. 160–164	pp. 164–167
Bible Reading	1 Corinthians 11	1 Corinthians 12	1 Corinthians 13	1 Corinthians 14	1 Corinthians 15
Memorization	1 Corinthians 13:13				
History and Biographies					
<i>The Story of Christianity</i>	pp. 172–175	pp. 176–177	pp. 178–180	pp. 180–181	pp. 182–183
<i>The 100 Most Important Events in Christian History</i>			pp. 142–144 Wilberforce; 157–159 Keble	pp. 162–164 Kierkegaard; 138–140 Raikes	pp. 140–142 Carey
<i>From Jerusalem to Irian Jaya</i>	pp. 114–120 The Great Century				pp. 121–122 Carey
<i>How to Read Church History, Volume 2</i>	Optional: Day 1–Day 5: Read chap. 13, pp. 54–63. See <i>Notes</i> about the United States’ British Protestantism. Also see <i>Notes</i> for Vocabulary and Questions.				
Current Events	Day 1–Day 5: Same instructions.				
Literature					
<i>Jane Eyre</i>	chaps. 1–4	chaps. 5–8	chaps. 9–12	chaps. 13–15	chaps. 16–18
<i>A Child’s Anthology of Poetry</i>	“The Idea of Ancestry” p. 148	“Snake” p. 150	“The Owl and the Pussycat” p. 153	“Viewing the Waterfall at Mount Lu” p. 154	“The Children’s Hour” p. 155
Language Arts					
Creative Expression	Motif				
Optional: Analogies 2			Unit F, p. 30 (answers p. 51)		
Optional: Wordly Wise 3000 Book 9	Exercise 10E		Exercise 11A		Exercise 11B
Physical Education					
Other Notes					

Week 36—Schedule

Date:	Day 1 <small>176</small>	Day 2 <small>177</small>	Day 3 <small>178</small>	Day 4 <small>179</small>	Day 5 <small>180</small>
Bible/Apologetics ¹					
Westminster Shorter Catechism	Read Question 107, plus answer all the questions (#1–13)				
The Jesus I Never Knew	chap. 14				
Bible Reading	1 John 4	1 John 5	2 John	3 John	Jude
Adventuring Through The Bible			chap. 74	chap. 75	chap. 76
Memorization	2 John 1:6; 3 John 1:11; Revelation 5:12; 22:7 — Review week. Please present your verses learned from Week 25 to now.				
History and Biographies ¹					
From Jerusalem to Irian Jaya	pp. 458–464	pp. 464–467	pp. 468–472	pp. 472–478	pp. 479–482
Current Events					
Literature ¹					
Enchantress from the Stars	The Stone	The Fire	The Sacrifice	The Dragon	The Ending & Epilogue
A Child's Anthology of Poetry	"Escape" p. 306	"The Lake Isle of Innisfree" p. 307 "To a Squirrel at Kyle–Na–No" p. 308	"The Song of Wandering Aengus" p. 309	"He Wishes for the Cloths of Heaven" p. 311 "Epitaph for a Concord Boy" p. 312	
Language Arts					
Creative Expression	Victory in Defeat				
Optional: Analogies 2			Unit O, p. 39 (answers p. 52)		
Optional: Wordly Wise 3000 Book 9	Exercise 20E				Crossword Puzzle p. 192
Physical Education					
Other Notes					
You're done!					

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¹ Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: Bible/Apologetics, History and Biographies, and Literature Study Guide sections are ordered alphabetically by book title.

The Westminster Shorter Catechism

Question 1

Questions and Suggested Answers (According to the Catechism)

1. What is meant by the word “chief” in the Catechism? →
2. What is meant by the word “end” in the Catechism? →
3. What is meant by the word “glorify”? →
4. Why is man’s chief end what the Catechism says that it is? →
5. Man, as originally created, was _____ centered. →
6. Man, as he became by sin, _____ centered. →
7. What do we mean by saying that the true Christian life is God-centered? →
8. What would some people put in the center of figure 1.2 rather than the word “self”? →
9. Why is this really just as bad? →
10. What does “glorify God” not mean? →
11. What is the difference between the way in which the heavens glorify God, and the way in which man ought to glorify God? →
12. Do the wicked glorify God? Explain. →
13. Is it proper for a Christian to have other “ends” besides the end of glorifying God? →
14. What departments of life ought to serve the glory of God? →
15. Which is more to the glory of God: a person who preaches, or a man who works in a factory? Explain. →

Question 2

1. What is meant by the word “contained” in the Catechism? →
2. What is meant by the word “scriptures”? →
3. What is meant by the word “rule”? →
4. Are the educated and intelligent more certain to know God’s truth than the uneducated and simple? Why? →
5. Was man’s knowledge originally supposed to come from nature alone? →
6. What are the two sources of “truth”? →

7. What is the principle of the so-called “scientific method”? →
8. What does natural revelation alone (by itself) now do for all men? →
9. What does *Liberalism* mean when it says the Bible “contains” the Word of God? →
10. What does *Neo-orthodoxy* mean by saying this? →
11. What does *Reformed* Christianity mean by saying this? →
12. What do you mean by saying the Bible is *infallible*? →
13. What do we mean by saying it is clear? Who (for example) denies this? →
14. What do we mean by saying it is *sufficient*? Who denies this? →
15. If the Bible is what we say it is, why do we have the Catechisms? →

Question 3

Questions and Suggested Answers (According to the Catechism)

1. What is meant by the word “principally” in the Catechism? →
2. Are there things we cannot learn from the Bible? Give an example. →
3. Name a subject about which the Bible says nothing whatsoever. →
4. How much of the world does the man in figure 3.1 really understand correctly? Why? →
5. Why does the man in figure 3.2 understand the world in a true sense? →
6. Explain these words from the Bible: “in thy light shall we see light.” →
7. What are the two basic parts of the Catechism? Why? →
8. Upon what does the Catechism place first emphasis? Why? →
9. Is true faith enough? Explain. →
10. Would it be wrong if the Catechism treated the law before faith? Why? →
11. What are some of the reasons in favor of treating faith before law? →
12. What is the most important truth that we can learn from this Catechism question? →

The Westminster Shorter Catechism

Question 1

Questions and Suggested Answers (According to the Catechism)

1. *man's one thought and desire is to serve God and take delight in Him*
2. *goals, aims, purposes*
3. *to reflect God's glory*
4. *the Word of God declares it: 1 Corinthians 10:31; Revelation 4:11; Psalm 73:25, 26*
5. *GOD*
6. *self*
7. *only the person who truly believes in the Lord Jesus Christ can glorify God and enjoy Him forever*
8. *the good of man*
9. *it is not God-centered; it is man-centered*
10. *to make God glorious*
11. *the heavens cannot help but declare the glory of God. Man is given the wonderful privilege of doing it because we want to do it*
12. *yes, he still remains subject to God. God's wrath and justice can be seen and honored*
13. *no, the Christian glorifies God at all times and in all activities to do that which is pleasing in God's sight*
14. *the true Christian life cannot be divided up into various departments or compartments separated the one from another. All departments of life ought to serve the glory of God*
15. *faithful work, and wholesome recreation, are just as much a part of glorifying God as the worship of God on the Sabbath, or witnessing to an unbeliever*

Question 2

1. *the very words, which we find in the Bible, are from God*
2. *special revelation, the Word of God*
3. *that which teaches men what they must believe (in order to be saved from sin) and do (in order to serve God once more)*
4. *no, some of the most intelligent and best-educated people lack true wisdom; true wisdom can be given to any man regardless of his education*
5. *no, nature only taught man that there is a God, the Bible was given to show man how to learn about God*

6. *natural revelation and Special revelation*
7. *the "trial and error" method of discovering truth*
8. *it reveals God and leaves man without excuse*
9. *some parts of the Bible are the Word of God, and that other parts are the word of man; they can decide for themselves which part is true and which part is false*
10. *New Modernism; the whole Bible is the fallible word of man; God somehow uses these words so that through them man receives (in his own mind) the true word of God; one part may "speak" to one man and another part "speaks" to another man*
11. *they believe that the whole Bible (every single word) is the truth of God*
12. *everything that the Bible says is true*
13. *the scriptures were written so that ordinary people and even children could understand*
14. *we do not need something else in addition to the Bible in order to know what we need to know; many false religions deny this, they say we need tradition, the findings of science and other books*
15. *the Catechisms are convenient summaries of the teaching of the Bible*

Question 3

Questions and Suggested Answers (According to the Catechism)

1. *the Bible was given to teach us "what man is to believe concerning God, and what duty God requires of man"*
2. *there are many things that we cannot learn from the Bible; examples: complete history of the human race; technical information needed in the various sciences; all the information we might wish about Jesus*
3. *the Bible has something to say about everything*
4. *Fig. 3.1 man is in darkness and does not understand the world at all*
5. *the man in Fig. 3.2 has the light of God's word and is able to understand his place in the world*
6. *the Holy Spirit has regenerated the heart so that God's Word is received and believed*
7. *what the Bible teaches us to believe concerning God; the duty that God requires of man*
8. *what we are to believe; you cannot live a right life with a wrong faith*
9. *no, we also need right practice*

From Jerusalem to Irian Jaya

pp. 17–20—The Irresistible Advance

Tucker says that the Great Commission was probably not well understood by many New Testament Christians, nor was it the primary impetus for the rapid growth of the church during the early centuries. What does she say the impetus was? → Do you agree? Why or why not? How can persecution motivate Christians?

What king ranks above all other kings as the greatest military supporter of the church? → Do you think the Kingdom of God needs military support? Why or why not?

What were the three main orders of “preaching monks” during the medieval period? →

Vocabulary Development

... where gentile seekers had gotten a head start in **synagogues**.

While **evangelism** and church planting took priority ...

Charlemagne ... was the prime mover in the **Carolingian Renaissance**.

Celtic and **Arian** missionaries conducted noteworthy evangelistic ventures ...

... and **Arian** missionaries conducted noteworthy evangelistic ventures ...

The **Benedictines** were particularly influential through their founding of ...

... **Scholasticism** occupied the best minds of the church.

“... **dialectics** their sword and lance.”

Pietism on the continent and the evangelical movements ...

pp. 21–26—Early Centuries: Evangelizing the Roman Empire

According to Tucker, what circumstances aided the spread of the Christian faith for the early missionaries? (Read Acts 8:4.) →

According to Tucker, Christianity penetrated the Roman world through what five main avenues? → Which would you consider to be the most effective in the culture where you live? Explain.

Tucker points out that persecution of Christians was sporadic and localized and that the total number of martyrs was not great, but that no Christian could feel entirely safe from official retribution. If you are a Christian, do you feel safe where you live? Do you know of anyone who has been, or is being persecuted because of their Christian belief? If so, give the details.

What are some of the setbacks the church experienced in its early years, according to Tucker? →

According to Tucker, what was the effect on Christianity when it was made the official religion of the state by Constantine? → How would you consider your church today in this picture?

Vocabulary Development

... the intellectual reasoning of the early **apologists**.

pp. 26–30—Paul the Apostle

➤ *Arabia* (map 9)

Tucker tells the story of Thomas. Of all the “missionary disciples,” she says, his story has the most historical support. And, in sum, what is his story? →

Tucker says the greatest missionary of the first century church was undoubtedly who? →

In what ways does Tucker suggest St. Paul could or should be an example for modern missionaries? →

In your opinion, was St. Paul “successful”? →

Note: Tucker mentions the tradition that Paul was martyred along with Peter and many other Christians during the persecution by Roman Emperor Nero. That is the prevailing tradition, but it is also believed by some that Paul was able to live much longer and do mission work in Europe (particularly Spain—see Romans 15:24, 28).

Vocabulary Development

... where he effectively established **indigenous churches**.

pp. 30–32—Polycarp

Polycarp (69?–155?, 80?–166?, 81?–167?, 79?–165?, or 70–156?)

What is your reaction when you read the record of the martyrdom of Polycarp?

In what sense can it possibly be said, as Tucker suggests, that the execution of Polycarp resulted in a victory for the Christians at the time?

pp. 32–34—Perpetua

Perpetua (AD 181–203)

In your own words, briefly tell the story of Perpetua to another person (mom, dad, friend, etc.) and see if you can capture the emotion of it.

From Jerusalem to Irian Jaya

pp. 17–20—The Irresistible Advance

What does she say the impetus was? (*persecution*)

What king ranks above all other kings as the greatest military supporter of the church? (*King Charlemagne of the Franks [AD 742–814]*)

What were the three main orders of “preaching monks” during the medieval period? (*Franciscans; Dominicans; Jesuits*)

Vocabulary Development

synagogues (*a place of meeting for worship and religious instruction in the Jewish faith*)

evangelism (*preaching of the gospel, as through missionary work*)

Carolingian Renaissance (*a revival of classical art and architecture lasting into the 10th century*)

Celtic (*a member of a European people who occupied Britain, Spain and Gaul in pre-Roman times*)

Arian (*a believer in the doctrine of Arius, who thought Christ was inferior to God the Father in nature and dignity*)

Benedictines (*a religious order of the Roman Catholic Church with a monastic life that replaced severity with moderation [source: The Columbia Encyclopedia, Sixth Ed. 2001]*)

Scholasticism (*philosophy and theology of Western Christendom in the Middle Ages characterized by joining faith and reason [source: The Columbia Encyclopedia, Sixth Ed. 2001]*)

dialectics (*the art or practice of arriving at the truth by the exchange of logical arguments*)

Pietism (*a reform movement which stressed the emotional and personal aspects of religion*)

pp. 21–26—Early Centuries: Evangelizing the Roman Empire

According to Tucker, what circumstances aided the spread of the Christian faith for the early missionaries? (*mobility in the Roman Empire [good roads]; the universal use of the Greek language [no language barriers]; the availability of the synagogues for teaching; a spirit of openness to new ideas in the Roman Empire*)

According to Tucker, Christianity penetrated the Roman world through what five main avenues? (*preaching and teaching; personal witness; acts of kindness and charity; faith shown in persecution and death; intellectual reasoning of the early apologists*)

What are some of the setbacks the church experienced in its early years, according to Tucker? (*persecution, doctri-*

nal controversy, the decline in evangelism once Christianity became the state religion)

According to Tucker, what was the effect on Christianity when it was made the official religion of the state by Constantine? (*the church was filled with “nominal” Christians who had less concern for spiritual matters and more concern for politics and social prestige; elaborate structures replaced the simple house-churches; creeds replaced spontaneous testimonies and prayers; vibrant evangelism waned*)

Vocabulary Development

apologists (*people who argue in defense or justification of something, such as a doctrine*)

pp. 26–30—Paul the Apostle

➤ Arabia 7 (map 9)

And, in sum, what is his story? (*that he was carried off as a slave to India and eventually was able to evangelize King Gundaphorus [Gundobar], who converted and was baptized*)

Tucker says the greatest missionary of the first century church was undoubtedly who? (*the Apostle Paul*)

In what ways does Tucker suggest St. Paul could or should be an example for modern missionaries? (*he ministered in major population centers—perhaps we should, too; he established churches fully expecting them to stand on their “own two feet” rather than survive as “mission” churches, requiring “outside” funds and resources; his use of a secular career to fund his ministry [“tentmaking”]; his movement down the socioeconomic ladder; his courage and commitment in the face of physical persecution, mental and emotional travail, and cultural isolation from “his own”*)

In your opinion, was St. Paul “successful”? (*my answer: yes, ultimately, but it took a lot of “failure” [certainly failure by our culture’s standards!] to get to “success”!*)

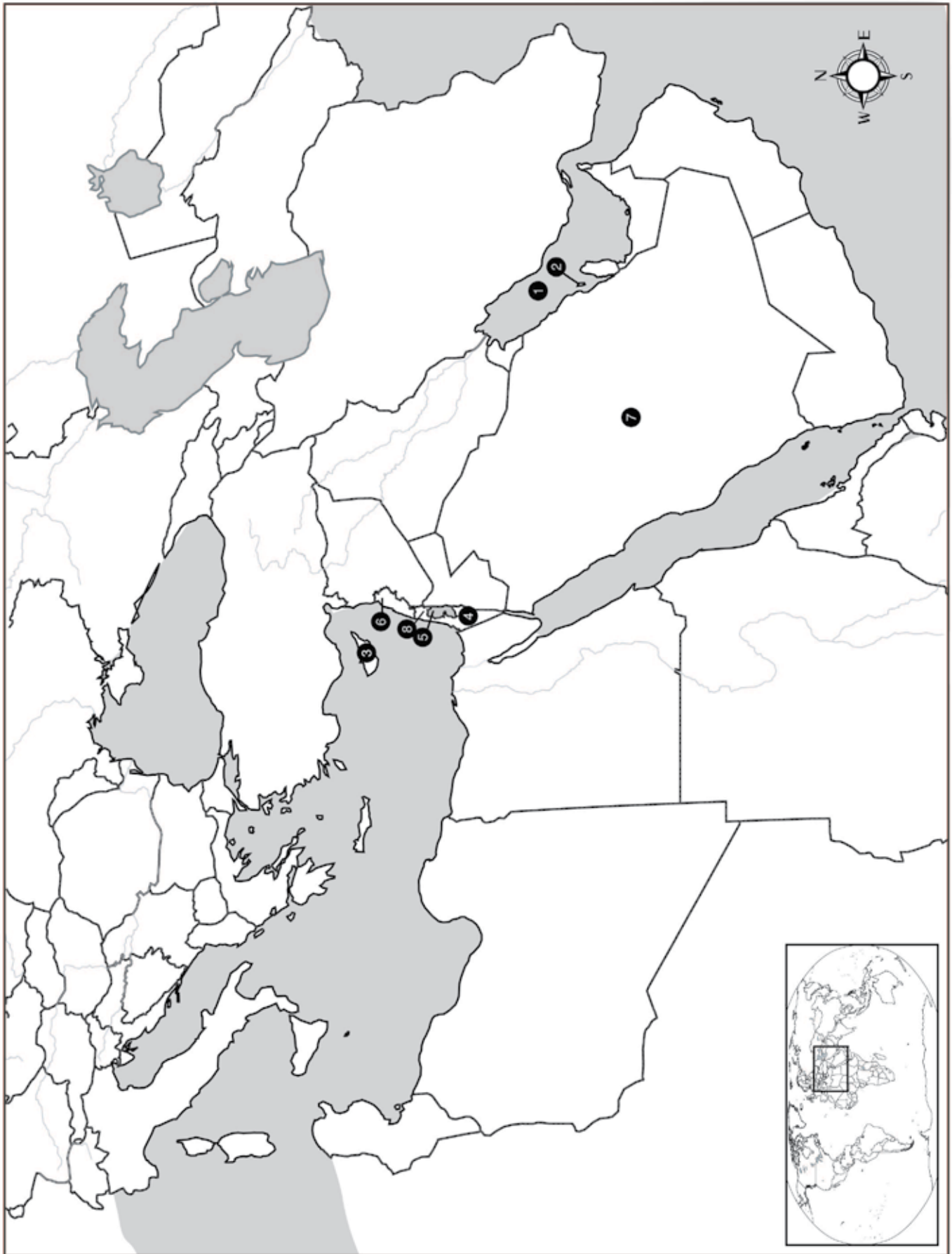
Vocabulary Development

indigenous churches (*those comprised of natives in that area*)

pp. 34–40—Ulphilas and Patrick

What doctrinal “heresy” did Ulphilas, *apostle to the Goths*, learn from Eusebius? (*Arianism*) What does that mean? (*see note*) **Note:** Arius and his followers rejected the idea that the three Persons of the Trinity—the Father, the Son, and the Holy Spirit—were equal. Arius denied that Jesus was completely divine. Instead, he taught that the Son was created by God the Father and was inferior to Him. According to Arius, Jesus was not eternal but was a superior being created by God to redeem the human race. He also believed that both the Father and the Son were superior to the Holy Spirit.

From Jerusalem to Irian Jaya - Map 9



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The Best of Father Brown

Overview

In this collection of mysteries, a Roman Catholic priest solves a variety of crimes, from murders to robberies. His method is unique—he imagines himself the criminal until he actually is the criminal, in every way except in physical action. From then on he takes on a host of problems, often with marvelous insights about God.

Note: Chesterton mastered the art of **alliteration**, a literary technique that features the repetition of initial consonant sounds. The result is a very subtle, pleasant combination of sounds. In addition to the usual literary features, watch for examples of alliteration as you read (such as this example found in the first paragraph of the book: “mountain air sharpens suddenly after sunset, a small stove stood on the flagstones”).

Setting

Most of the stories take place in the early 1900s at various locations in England. Keep an eye out for any deviations from this general approach.

Characters

Father Brown is the protagonist and the various criminals he faces serve as his antagonists. The characters are consistently flat and static.

Point of View

The point of view of each of the stories is third person, though not wholly omniscient, as the reader does not always see the thoughts of the various characters.

Conflict

The stories’ conflicts are mainly person vs. person: Father Brown vs. the various criminals.

Theme

Each story has its own individual theme. As you read, consider what lesson you’re supposed to learn from each story.

The Secret of Father Brow—The Secret Garde—The Queer Feet

Edgar Allan Poe (an American poet and short story writer; one of his most well-known works is *The Raven*)

Dupin (*Auguste Dupin is a fictional detective character from three stories written by Poe*)

The Seine (*a major river in the northern part of France which runs through Paris*)

Garter (*The Most Noble Order of the Garter; a British order of chivalry which still exists today*)

French Foreign Legion (*French: Légion Étrangère; a unit in the French Army in which foreigners may enlist*)

Mephistophelean (*exhibiting the cunning or wickedness characteristic of a devil*)

Macbeth (*a tragedy written by William Shakespeare; Macbeth gains the throne of Scotland by collaborating with his wife to murder King Duncan*)

Aquinas (*Saint Thomas Aquinas; a Catholic theologian; he wrote *The Principles of Nature**)

Gaelic (*of the Celts of Ireland or Scotland*)

Belgravia (*a district located in the City of Westminster, London, England*)

Gladstone collars (*standing collars having flared sides which were worn by men; a silk tie was worn with these collars*)

Argent (*a silvery color*)

... not to be divulged, as being occult in its character ...

‘Why, kind of esoteric,’ replied the other. ‘I can tell you ...

... a choleric old man with a russet face like an apple ...

... black-eyed and opulent, and with her two daughters ...

... wrinkles which are the penalty of superciliousness ...

... lower lip that threw up that otherwise infantile visage ...

... this ‘progressive’ logomachy had reached a crisis of ...

... white, scornful face, which was a second enigma ...

... once virulent and vague. The blue-and-silver garden ...

... his eye was the iron eye of a judge at assize ...

... of murdered husbands and poisonous paramours ...

... The instant the factotum had closed the door ...

But there is a hiatus still. Lord Galloway, I understand ...

... I found many cuts across the truncated section ...

... Heaven! cried O’Brien. ‘Is Brayne a monomaniac? ...

‘There are American vendettas,’ said the priest ...

... from the sanguinary sketch lying on Valentin’s table ...

... into the impoverished and pugnacious Church of ...

... such as can only exist in an oligarchical society ...

In the heart of a plutocracy tradesmen become ...

... a very aged rioter and demagogue who breaks into ...

... guests were at dinner, and his office was a sinecure ...

... though evening was closing in somewhat luridly ...

The Best of Father Brown

The Secret of Father Brown—The Secret Garden—The Queer Feet

occult (having supernatural influences)

esoteric (not publicly disclosed; confidential)

choleric (bad-tempered)

opulent (having great wealth)

superciliousness (display of arrogance)

infantile (immature; childish)

visage (facial expression)

logomachy (a conversational dispute)

enigma (a puzzle)

virulent (hostile)

assize (a session of court)

paramours (adulterous persons [wives in this case])

factotum (a servant who performs a variety of jobs)

hiatus (a gap in time)

truncated (cut off)

monomaniac (extreme concentration or enthusiasm for one subject or idea)

vendettas (blood feuds)

sanguinary (consisting of blood)

pugnacious (aggressive)

oligarchical (governed by a few persons)

plutocracy (government controlled by the wealthy)

demagogue (a leader who has gained his power by appealing to the emotions and prejudices of the common people)

sinecure (a position that provides a salary for little or no work)

luridly (ghastly pale in appearance)

cataleptic (inability to physically move a limb)

saturnine (melancholy)

candour (frankness)

rococo (complicated)

excrescences (unwanted parts)

sardonic (scornful)

What does this mean? (Cato, a Roman, almost lost the consulship when seven unscrupulous men tried to persuade the Romans not to vote for him; Cato declared that hard times need hard doctors, and that he was such; the Romans voted

for him; Valentin, in his madness, no doubt also thought that he had given his life and Brayne's as hard medicine)

Do you find that odd? Why or why not? (answers will vary: in today's society, wealth is often equated with security, thereby blinding people to their spiritual needs)

What is the "indispensable mark" of all crimes? (the center is simple, though the fulfillment may be complicated)

The Invisible Man—The Wrong Shape

serried (crowded)

acephalous (lacking a head)

asseverated (seriously declared)

prosy (dull; commonplace)

attenuated (small)

omnipresent (present everywhere at one time)

inane (complacently foolish)

Why is Welkin able to remain invisible? (people do not always state the whole truth, as Father Brown proves: no one who looked like a murderer entered the house, but the postman did—none of the four watchers cared about him) Think of two examples from your own life that prove Father Brown's point. ("Did we get any mail?" "No, nothing," when actually several advertisements for credit cards and a few catalogs came; "How was your day?" "Fine," although parts were excellent and parts were awful; "What did you do today?" "Nothing," except school and eating and chores and reading)

What does "The Wrong Shape" proclaim about humanity? (unlike miracles, which are simple, man does things complexly; man is evil and, because of the crookedness of his heart, does evil; however, man also has an inner code, which, though long denied, does correct and chastises in time of wrongdoing)

The Hammer of God—The Absence of Mr. Glass—The Man in the Passage

pennon (a banner)

chivalric (qualities associated with knighthood, such as bravery, honor, and courtesy toward women)

leonine (characteristic of a lion)

indubitable (unquestionable)

crypts (underground chambers used for burial)

avuncular (characteristic of an uncle)

jocularly (inclination to joking)

officious (eagerness to assist)