





TEACHER GUIDE

HIGH SCHOOL

1 Credit – 1 Year
Civics

-  Includes: Answer Keys
-  Weekly Lesson Schedule
-  Student Worksheets
-  Quizzes & Final Exam

*from Tyndale
to Madison*

THE HISTORY OF RELIGIOUS LIBERTY



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Psalm 11:3 NKJV

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*But sanctify the Lord God in your hearts, and always be ready
to give a defense to everyone who asks you a reason for the hope
that is in you, with meekness and fear.*





1 Peter 3:15 NKJV

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Lessons for a 36-week course!






Overview: This *History of Religious Liberty Teacher Guide* contains materials for use with *The History of Religious Liberty — from Tyndale to Madison (Student Edition)*. Materials are organized by each book in the following sections:

	Study Guide Worksheets
	Quizzes
	Final Exam
	Answer Keys

Features: Each suggested weekly schedule has five easy-to-manage lessons which combine reading and worksheets. Worksheets and quizzes are perforated and three-hole punched — materials are easy to tear out, hand out, grade, and store. As always, you are encouraged to adjust the schedule and materials as you need to in order to best work within your educational program.

Workflow: Students will read the pages in their book and then complete each section of the course materials. Quizzes to demonstrate understanding of the material and critical thinking skills are given at regular intervals with space to record each grade. Younger students may be given the option of taking open-book quizzes.

Lesson Scheduling: : Space is given for assignment dates. There is flexibility in scheduling. For example, educators may opt for a M–W schedule rather than a M–F schedule. Each week listed has five days, but due to vacations the school work week may not be M–F. Please adapt the days to your school schedule. As the student completes each assignment, he/she should put an “X” in the box.

	Approximately 30 to 45 minutes per lesson, five days a week
	Includes answer keys for worksheets, quizzes, and final exam
	Worksheets for each chapter
	Quizzes are included to help reinforce learning and provide assessment opportunities; optional semester and final exams included.
	Designed for grades 10 to 12 in a one-year course to earn 1 civics credit

Michael Farris (*The History of Religious Liberty*) is the Chancellor of Patrick Henry College and Chairman of the Home School Legal Defense Association. He was the founding president of each organization. An ordained minister as well as pro-family advocate on Capitol Hill, Farris is a recognized influencer among educational circles. He has been a leader on Capitol Hill for over 30 years and is widely known for his leadership on homeschooling, religious freedom, and the preservation of American sovereignty. A prolific author, Farris has been recognized with a number of awards including the Salvatori Prize for American Citizenship by the Heritage Foundation and as one of the “Top 100 Faces in Education for the 20th Century” by Education Week magazine. Mike and Vickie Farris have ten children and 18 grandchildren.

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The History of Religious Liberty Teacher Guide

Course Description

This one-year civics curriculum reveals the true heroes of religious liberty: the individuals who read the Word of God and understood both liberty of the soul and liberty of the mind. There are at least two reasons to know this history. First, it gives us the intellectual foundation to stand in the public square and contend forcefully for liberty. Second, and perhaps more importantly, we see ordinary people who knew Jesus who boldly and sacrificially fought for freedom of conscience for all.

Throughout the reading of *The History of Religious Liberty* by Michael Farris, students will discover:

- Why the popular idea of the Enlightenment being at the heart of the Bill of Rights is simply wrong
- This unflinching look at persecution of the Church, which is a part of a well-researched survey of critical historical points
- How the reaction of everyday Christians to the repressive forces of tyranny still echoes in the struggle for religious liberty globally today.

This course presents a detailed account of the troubled history of religious persecution between the 16th and 18th centuries that occurred in England, and undertakes a thorough exploration of the ideas and the sacrifices that helped to create religious liberty in America. With clarity and honesty, the course reveals that some giants of the faith were religious persecutors, but that is just one part of a much larger and important perspective.

The battle for religious liberty is on us again. May we have the knowledge and courage to fight. Victory is ours when we stand courageously for what is true and what is right. It is high time we know our heritage in detail.

Grading Options for This Course

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

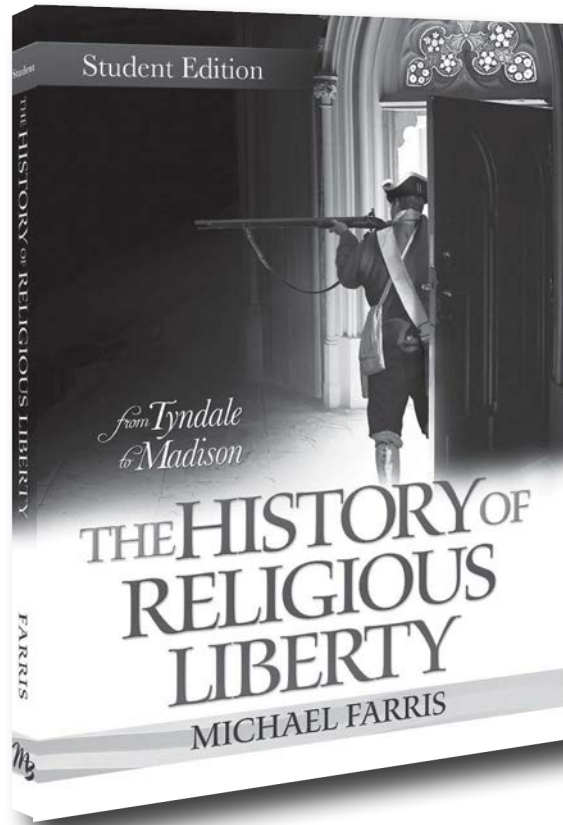
1. Worksheets within the course should be worth 100 points each.
2. Quizzes and final exam within the course are worth 100 points each.

To calculate the percentage of the worksheets, quizzes, or final exam, the educator may use the following guide. Divide total number of questions correct (example: 43) by the total number of questions possible (example: 46) to calculate the percentage out of 100 possible. $43/46 = 93$ percent correct. The suggested grade values are noted as follows: 90 to 100 percent = A; 80 to 89 percent = B; 70 to 79 percent = C; 60 to 69 percent = D; and 0 to 59 percent = F.

*Note: There are bonus questions included throughout the course. These often involve additional reading or research beyond the direct scope of the reading and may be viewed as optional. There are no answers provided for these particular responses, since student responses will vary.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read Publisher's Note and Introduction • <i>History of Religious Liberty</i> (HRL)			
	Day 2	Read Pages 11-13 (to Tyndale's Quest) • (HRL)			
	Day 3	Read Pages 13-15 (from Tyndale's Quest to Book Burning) (HRL)			
	Day 4	Read Pages 15-17 (from Book Burning) • (HRL)			
	Day 5	Introduction/Scripture for Ploughboys - Questions Religious Liberty Intro/Ch1: Worksheet 1 • Pages 17-18 • (LP)			
Week 2	Day 6	Read Pages 19-22 (to Quieting the King's Conscience) • (HRL)			
	Day 7	Read Pages 22-24 (from Quieting to The Rise of Thomas More) (HRL)			
	Day 8	Read Pages 24-26 (from Quieting to The Rise of Thomas More) (HRL)			
	Day 9	The King, the Pope, and the Word - Questions 1-6 Religious Liberty Ch2: Worksheet 1 • Pages 19-20 • (LP)			
	Day 10	The King, the Pope, and the Word - Bonus 1 Religious Liberty Ch2: Worksheet 1 • Page 20 • (LP)			
Week 3	Day 11	Read Pages 29-31 (to Tyndale's Argument) • (HRL)			
	Day 12	Read Pages 31-35 (from Tyndale's Argument to The First to Be Burned) • (HRL)			
	Day 13	Read Pages 35-38 (from The First to Be Burned) • (HRL)			
	Day 14	War of the Words - Questions 1-8 Religious Liberty Ch3: Worksheet 1 • Pages 21-22 • (LP)			
	Day 15	War of the Words - Bonus 1 Religious Liberty Ch3: Worksheet 1 • Page 22 • (LP)			
Week 4	Day 16	Read Pages 41-43 (to Kindling the Fire) • (HRL)			
	Day 17	Read Pages 43-45 (from Kindling the Fire to end of paragraph top of page) • (HRL)			
	Day 18	Read Pages 45-47 (from first full paragraph on page 45) • (HRL)			
	Day 19	Tyndale's Triumph - All Questions & Bonus Religious Liberty Ch4: Worksheet 1 • Page 23 • (LP)			
	Day 20	Religious Liberty Ch1-4 - Quiz 1 • Pages 89-90 • (LP)			
Week 5	Day 21	Read Pages 49-50 (to Reformation Efforts Begin) • (HRL)			
	Day 22	Read Pages 50-52 (from Reformation Efforts to Protestants as Persecutors) • (HRL)			
	Day 23	Read Pages 52-53 (from Protestants as Persecutors) • (HRL)			
	Day 24	The Bible and the Boy King - Questions 1-4 Religious Liberty Ch5: Worksheet 1 • Pages 25-26 • (LP)			
	Day 25	The Bible and the Boy King - Questions 5-6 and Bonus 1 Religious Liberty Ch5: Worksheet 1 • Page 26 • (LP)			



Religious Freedom Worksheets

for Use with

The History of Religious Liberty



Questions

1. According to the introduction, what is the purpose of this book?

2. How is a discussion on the development of religious liberty similar to a discussion on the founding fathers and slavery?

3. What words uttered by Tyndale declare the central purpose of his life?

4. Based on what you've read thus far, why do you think Tyndale was so passionate about his cause?

5. What specific information regarding biblical illiteracy among the priests was found in a survey by the bishop of Gloucester?

6. What were the three most significant “practical” impediments to biblical literacy in 16th-century England?

7. Why does the author call Tyndale naïve?

8. What are the three powerful reasons that Tyndale's request to translate the New Testament into vernacular English was likely to be denied?

9. How did Henry VIII earn the title Fidei Defensor — defender of the faith?

10. Describe the reaction of the authorities to Tyndale's New Testament.

11. Read Acts 4:1–21. How does the account of Peter and John before the Sanhedrin compare to John Tewkesbury's encounter with English authorities?

Bonus

1. This chapter ends with a reference to the life of Joseph — particularly about how God can take what was intended for evil and allow good to ultimately prevail. The history of religious liberty follows a similar path. Read Genesis 37–50 this week to refresh yourself on this story.

5. What was the result of Cranmer's survey of university professors?

6. Ultimately, what was the result of this entire matrimonial dispute?

Bonus

1. Do a quick search on "freedom of conscience." What connections can you already see between Tyndale's 16th-century arguments and the American Bill of Rights?

Quizzes

Questions: (10 Points Each Question)

1. What words uttered by Tyndale declare the central purpose of his life?
2. What were the three most significant “practical” impediments to biblical literacy in 16th-century England?
3. Describe the reaction of the authorities to Tyndale’s New Testament.
4. According to the text, what was the most significant thing about Henry’s efforts to get a divorce (as it concerns the story of religious liberty)?
5. What was Thomas Cranmer’s “radical idea” for solving Henry’s divorce dispute (an idea that was well-received by the king)? What was the more radical implication of Cranmer’s ideas?

6. Tyndale made several specific arguments for the publication of the Bible in English. Outline three of those arguments. Which of Tyndale's arguments do you find most compelling? Why?
7. What was Thomas More's greatest concern about putting Scripture in the hands of laymen?
8. The author describes the central battle of the debate between More and Tyndale with this question: Is there a right of the individual conscience? What does he mean by this?
9. Why is it ironic that More would try to avoid taking the Oath of Succession by invoking the dictates of his conscience?
10. Why was Cranmer's preface to the 1540 Great Bible revolutionary? Summarize its contents.

Final Exam

Essay Question: (100 Points)

Answer the prompt below in a well-written essay.

Explain how access to the Scripture in vernacular language revolutionized religion among common men and helped lead to the enshrining of religious liberty in the American Bill of Rights. Be sure to include at least five specific examples of men or religious groups who fought for this right. Beginning with Tyndale, use the examples from the epilogue as a guide.

Answer Keys

History of Religious Liberty — Worksheet Answer Keys

Introduction/Chapter 1 – Worksheet 1

1. Most people believe that religious liberty was given to us by enlightenment thinkers. This book seeks to show that it was actually religious dissenters who most cultivated the modern conception of religious liberty.
2. Even those who owned slaves and defended slavery made significant contributions to the founding of this nation. Indeed, the foundation they laid was chiefly responsible for slavery's eventual eradication. Likewise, those who were often the principal persecutors helped lay the groundwork for the future of religious liberty.
3. Answers do not have to be precise but should reflect this quote: "If God spare my life many years, I will cause a boy that driveth the plough to know more of Scripture than you do."
4. Answers will vary but should probably focus on the lack of biblical literacy in the world and the fact that there wasn't even a Bible available for the common person to read.
5. Of 311 priests:
 - 168 were unable to name the Ten Commandments (nine didn't even know how many there were!)
 - 39 did not know where the Lord's Prayer appeared in the Bible
 - 34 were unable to name the author of the Lord's Prayer
6. Common literacy, a free press, and free exercise of religion
7. He often approached matters as if all others would make decisions as he did. He often acted in apparent obliviousness to the political realities of a situation
8. The stigma still lingering from the Wycliffe translation (and subsequent martyrdom); Tyndale's reputation as troublemaker in Gloucestershire; Luther's German translation had become synonymous with heresy. Thus, an English translation was likely to do the same.

9. His attack on Luther
10. They attacked it as being full of errors; they ordered booksellers to quit selling it; eventually they began arresting people for heresy in connection with it
11. They caused people to marvel at both their scriptural understanding and the authority in which they spoke.

Chapter 2 – Worksheet 1

1. Henry asserted that he should not have been allowed to marry Catherine in the first place because it was in violation of the Bible.
2. Since he had received papal dispensation to marry her, granting his request would require a tacit acknowledgement that the Bible was superior to the edicts of the pope.
3. He argued that the issue should be turned over to professors of religion in all the great universities of Europe. Since they were trained to understand the Bible, they could give the best advice on the meaning of Scripture.
4. If the King of England could decide what was right in God's eyes after consulting with Scripture, then it stands to reason that any other person could do the same.
5. All of them supported the key principles of Cranmer's argument: that Scripture prohibited the marriage of a brother's wife and that the pope had no authority to override Scripture.
6. Through a series of acts and orders, the Church of England split from the Catholic Church in order for Henry to secure his divorce from Catherine. On May 15, 1533, Cranmer declared the marriage between Henry and Catherine to have been void from the beginning.

Chapter 3 – Worksheet 1

1. The central dispute concerned the role of Scripture and the propriety of an English translation.