

History of God's Kingdom

Core 200

Parent Guide and Notes

by John & Sarita Holzmann

*The fear of the Lord is the beginning of knowledge, But fools
despise wisdom and instruction.*

Proverbs 1:7 (NKJV)

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CORE 200		WEEK 1			SCHEDULE	
Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵	
Bible/Apologetics: See Study Guide ^N 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: Parents and Students: Read the History and Biographies—Introduction notes in Section One of this guide.					
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	Parents and Students: please read the notes for Current Events in Section One of this guide.					
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 3	Literary Analysis Overview & Pictures of You ^N					
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	
Other Notes						

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.

3. Please look for your Creative Expression assignment in the Notes section immediately following the schedule page.

Key: □ Check off when complete ^N See Notes following Schedule ⌚ Map Assignment ⌚ Timeline Suggestion

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 Hollis 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 directly behind the Schedule Pages in the week it is assigned.

For clarity and ease of use, Sonlight uses only one marker ("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.

Pictures of You

What is your favorite picture from *Pictures of Hollis Woods*? Why? What qualities make it your favorite? What lasting memory has it left you with?

Using that picture as inspiration, write a picture of your own. It can be as short as one of Hollis' pictures or as long you want it to be. Just make sure your picture reflects the same qualities you value in your favorite.

This first assignment is a modified version of descriptive freewriting. Although you have several samples from the book to guide you, we are intentionally giving you very little additional instruction. Our purpose is to help you assess your writing and your comfort level with the writing process. As you complete this assignment, ask yourself: What did I enjoy? What did I dislike? What was difficult? What was easy? What do I need help with? What am I good at? ■

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CORE 200

WEEK 2

SCHEDULE

Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
Bible/Apologetics ¹					
Westminster Shorter Catechism	Question 3, plus answer all the questions (#1–12)			Question 4, plus answer all the questions (#1–12)	
More Than a Carpenter	Day 1–Day 5: Read chap. 3				
Adventuring Through The Bible	chap. 52				
Bible Reading		John 1	John 2	John 3	John 4
Memorization	John 1:14				
History and Biographies ¹					
The Story of Christianity	pp. 36–39	pp. 40–43	pp. 44–45	pp. 46–47	pp. 48–49
The 100 Most Important Events in Christian History			pp. 13–15 Nero; 19–21 Polycarp 🕒📖	pp. 17–19 Justin Martyr 🕒📖	pp. 22–23 Irenaeus
From Jerusalem to Irian Jaya	pp. 17–20	pp. 21–26 Romans	pp. 30–34 Polycarp/Perpetua 🕒📖		
How to Read Church History, Volume 1	Optional: read chap. 2				
Current Events	Same instructions.				
Literature ¹					
The Flames of Rome	chaps. 3–4	chaps. 5–7	chaps. 8–9	chaps. 10–12	chaps. 13–14
A Child's Anthology of Poetry	"Do you carrot all for me?" p. 12 "Monday's Child is Fair of Face" p. 13	"Mr. Nobody" p. 14 "I Shall Not Pass This Way Again" p. 15	"Somebody's Mother" p. 16	"The Cat's of Kilkenny" p. 18 "The Cowboy's Lament" p. 19	"Good Sportsman-ship" p. 20 "Pachy-cephalosaurus" p. 21
Language Arts					
Creative Expression	When in Rome 📖				
Optional: Analogies 2		pp. 1–3	pp. 4–5	pp. 6–7	p. 8
Optional: Wordly Wise 3000 Book 9	Exercise 1D		Exercise 1E		Exercise 2A
Other Notes					

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Key: ☐ Check off when complete 📖 See Notes following Schedule 🗺 Map Assignment 🕒 Timeline Suggestion

Creative Expression

Day 1: When in Rome

Your assignment is to compare/contrast the government of Claudius' Rome with your government today.

yawn

Right. Well, while this may sound like a rather dry, boring assignment, part of your assignment is to make sure it is not dry and boring!

How do you do that? First, gather your facts. Pay particular attention to Chapters 1–4 of *The Flames of Rome*. What facets of the Roman government of Claudius' time do you find most interesting? In gathering information, you may also find it helpful to do a quick review of the main features of your current government.

Now that you have done some quick research, focus! Don't write an encyclopedia article: Rome's government was blah blah blah. My government is yada yada yada. Instead, pick out just a few features (or maybe only one!) to compare or contrast and focus!

How can you make it interesting? Try an approach that is counterintuitive. For example, what would most people expect someone to say about the government of ancient Rome compared to today's governments? They have to be very different, right? Maybe not! Can you find some *similarities* to write about?





Or you could personalize your comparison by writing about actual people that fulfill similar roles. For example, compare or contrast Claudius as Caesar with George W. Bush as U.S. President.

The options are endless if you put some thought into it. Be creative, but be accurate! ■



CORE 200		WEEK 3			SCHEDULE	
Date:	Day 11	Day 212	Day 313	Day 414	Day 515	
Bible/Apologetics 1						
Westminster Shorter Catechism	Questions 5–6, plus answer all the questions (#1–16)			Question 7, plus answer all the questions (#1–11)		
More Than a Carpenter	Day 1–Day 5: Read chap. 4					
Bible Reading	John 5	John 6	John 7	John 8	John 9	
Memorization	John 6:29					
History and Biographies 1						
The Story of Christianity	pp. 50–53	pp. 54–55	pp. 56–59 🌐📖🕒📖	pp. 60–63 🌐📖🕒📖	pp. 64–65	
The 100 Most Important Events in Christian History	pp. 26–29 Origen/Cyprian 🕒📖	pp. 30–31 Anthony	pp. 32–36 Constantine/Nicea	pp. 36–38 NT Canon	pp. 38–40 Ambrose	
How to Read Church History, Volume 1	Optional: Read chap. 3. See Notes about Origen and Tertullian and for vocabulary and questions.					
Current Events	Same instructions.					
Literature 1						
The Flames of Rome	chaps. 15–16	chaps. 17–18	chap. 19	chaps. 20–21	chaps. 22–23	
A Child’s Anthology of Poetry	"Song Form" p. 22 "It Would Melt" p. 23 "The Old Pond" p. 23 "The Frog" p. 24	"The Witch of Willowby Wood" p. 25	"The Gingerbread Man" p. 27	"The Ball Poem" p. 28	"The Fish" p. 29	
Language Arts						
Creative Expression	The Trial of Your Life 📖					
Optional: Vocabulary from Classical Roots A	Lesson 2; study Key Words	Exercise 2A	Exercise 2B	Exercise 2C	Review for Lessons 1 & 2	
Optional: Wordly Wise 3000 Book 9	Exercise 2B		Exercise 2C		Exercise 2D	
Other Notes						

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Key:  Check off when complete  See Notes following Schedule  Map Assignment  Timeline Suggestion

Creative Expression

Day 1: The Trial of Your Life

Review the details of Pomponia's trial in Chapter 15 of *The Flames of Rome*. Then, think of typical accusations a non-Christian might bring against a Christian (for example: does not enjoy secular culture, does not "tolerate" various forms of sin, worships a being other than oneself or society, etc.).

Now pretend you are on trial. How would you defend yourself against such allegations? Write a short position paper (1–3 pages) defending yourself from one or more of these accusations. Be concise and persuasive, but don't forget to include solid support for your position.

Careful revision will be key in a short position paper like this. Narrow your focus and concentrate on just one or two allegations. Outline your response and then write a first draft. Be sure to read your paper aloud to determine if it's persuasive. Review and revise your paper at least twice before the end of the week. Pretend your life depends on it! Can your paper win you an acquittal? ■

History of God's Kingdom

Parent Bible/Apologetics Guide

Parent Study Guide

This Parent Study Guide contains everything a parent or instructor needs to successfully use this curriculum in conjunction with the corresponding Student Study Guide such as questions and answers (formerly "Answer Keys"), maps with answers, vocabulary definitions, book summaries, and literature analysis. If you are a student, please turn to the corresponding Student Study Guide.

Timeline Information

Note: Timeline suggestions are in **bold** type. We have taken our dates from various authorities. Because even the best authorities do not agree on specific dates, you will find discrepancies among the dates we suggest. Feel free to adapt as you see best.

Important Note

Questions in your "History of God's Kingdom" study guide are designed to not only gauge your level of comprehension, but also to challenge you. To this end, some questions have no true definitive answers and some do. The questions that we provide answers to will have a ➡ symbol after them indicating that the answers are provided in the Parent Guide. All vocabulary definitions will also be in the Parent Guide. ■



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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? ➔ *man’s one thought and desire is to serve God and take delight in Him*
2. What is meant by the word “end” in the Catechism? ➔ *goals, aims, purposes*
3. What is meant by the word “glorify”? ➔ *to reflect God’s glory*
4. Why is man’s chief end what the Catechism says that it is? ➔ *the Word of God declares it: 1 Corinthians 10:31; Revelation 4:11; Psalm 73:25, 26*
5. Man, as originally created, was _____ centered. ➔ *GOD*
6. Man, as he became by sin, _____ centered. ➔ *self*
7. What do we mean by saying that the true Christian life is God-centered? ➔ *only the person who truly believes in the Lord Jesus Christ can glorify God and enjoy Him forever*
8. What would some people put in the center of figure 1.2 rather than the word “self”? ➔ *the good of man*
9. Why is this really just as bad? ➔ *it is not God-centered; it is man-centered*
10. What does “glorify God” not mean? ➔ *to make God glorious*
11. What is the difference between the way in which the heavens glorify God, and the way in which man ought to glorify God? ➔ *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. Do the wicked glorify God? Explain. ➔ *yes, he still remains subject to God. God’s wrath and justice can be seen and honored*
13. Is it proper for a Christian to have other “ends” besides the end of glorifying God? ➔ *no, the Christian glorifies God at all times and in all activities to do that which is pleasing in God’s sight*
14. What departments of life ought to serve the glory of God? ➔ *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. Which is more to the glory of God: a person who preaches, or a man who works in a factory? Explain. ➔ *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. What is meant by the word “contained” in the Catechism? ➔ *the very words, which we find in the Bible, are from God*
2. What is meant by the word “scriptures”? ➔ *special revelation, the Word of God*
3. What is meant by the word “rule”? ➔ *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. Are the educated and intelligent more certain to know God’s truth than the uneducated and simple? Why? ➔ *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. Was man’s knowledge originally supposed to come from nature alone? ➔ *no, nature only taught man that there is a God, the Bible was given to show man how to learn about God*
6. What are the two sources of “truth”? ➔ *natural revelation and Special revelation*
7. What is the principle of the so-called “scientific method”? ➔ *the “trial and error” method of discovering truth*
8. What does natural revelation alone (by itself) now do for all men? ➔ *it reveals God and leaves man without excuse*
9. What does *Liberalism* mean when it says the Bible “contains” the Word of God? ➔ *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. What does *Neo-orthodoxy* mean by saying this? ➔ *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. What does *Reformed Christianity* mean by saying this? ➔ *they believe that the whole Bible (every single word) is the truth of God*
12. What do you mean by saying the Bible is *infallible*? ➔ *everything that the Bible says is true*

13. What do we mean by saying it is clear? Who (for example) denies this? ➔ *the scriptures were written so that ordinary people and even children could understand*
14. What do we mean by saying it is sufficient? Who denies this? ➔ *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. If the Bible is what we say it is, why do we have the Catechisms? ➔ *the Catechisms are convenient summaries of the teaching of the Bible*

Question 3

Questions and Suggested Answers (According to the Catechism)

1. What is meant by the word “principally” in the Catechism? ➔ *the Bible was given to teach us “what man is to believe concerning God, and what duty God requires of man”*
2. Are there things we cannot learn from the Bible? Give an example. ➔ *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. Name a subject about which the Bible says nothing whatsoever. ➔ *the Bible has something to say about everything*
4. How much of the world does the man in figure 3.1 really understand correctly? Why? ➔ *Fig. 3.1 man is in darkness and does not understand the world at all*
5. Why does the man in figure 3.2 understand the world in a true sense? ➔ *the man in Fig. 3.2 has the light of God’s word and is able to understand his place in the world*
6. Explain these words from the Bible: “in thy light shall we see light.” ➔ *the Holy Spirit has regenerated the heart so that God’s Word is received and believed*
7. What are the two basic parts of the Catechism? Why? ➔ *what the Bible teaches us to believe concerning God; the duty that God requires of man*
8. Upon what does the Catechism place first emphasis? Why? ➔ *what we are to believe; you cannot live a right life with a wrong faith*
9. Is true faith enough? Explain. ➔ *no, we also need right practice*
10. Would it be wrong if the Catechism treated the law before faith? Why? ➔ *yes, it might be assumed that Christ is less important than the law; careless readers could imagine that salvation comes by our doing what the law commands; the impression might be created*

that we do not need the law of God after we believe in Christ

11. What are some of the reasons in favor of treating faith before law? ➔ *we cannot live a right life without faith; faith will help us do what God commands*
12. What is the most important truth that we can learn from this Catechism question? ➔ *true Christianity is never faith without works*

Question 4

1. What is the meaning of the word “spirit”? ➔ *it is very hard to give a precise definition or description of a spirit; it is the thinking and knowing part of a man. It is non-material: it cannot be seen or felt, or weighed, or measured*
2. Define: infinite, eternal, and unchangeable. ➔ **infinite:** *endless; eternal:* *everlasting; unchangeable:* *never changes*
3. Why can’t we say that God is spirit? ➔ *God is not the only spirit and to say He is spirit is not to distinguish Him from other spirits*
4. Are there other spirits besides God? Explain. ➔ *yes, one example is angels who are “ministering spirits”*
5. To what might we liken a spirit? ➔ *the thoughts of a man*
6. What does this Catechism answer teach us to deny as respects God? ➔ *that God has any material substance*
7. What are the two kinds of attributes belonging to God? ➔ *incommunicable and communicable*
8. Give a brief definition of each. ➔ **incommunicable:** *attributes only God possesses; communicable:* *attributes man also possesses*
9. Are the communicable attributes the same in man as in God? Explain. ➔ *no, God has all these in a far higher sense than man ever can*
10. What does the Bible mean when it speaks of God as having hands, feet, etc? ➔ *some of the scripture texts, which speak of God in such a way, are simply meant to express in human terms what we could hardly understand in any other way; also, Christ manifested Himself by taking on human form (preludes to His future manifestation) in the Old Testament*
11. What does the Bible mean when it speaks of God repenting? ➔ *God is always holy, and always has anger against sin; when man changes, God will use the correct manner in dealing with him; God does not change His mind*
12. Be ready to discuss figure 4.1 in this lesson, showing how it illustrates the teaching of the Catechism.

Questions 5–6

Questions and Suggested Answers (According to the Catechism)

1. State the three essential truths that make up the doctrine of the Trinity. ➔ *there is one God; the Father is God, the Son is God, and the Holy Spirit is God; each of these persons is distinct from the others*
2. What does “Godhead” mean? ➔ *the unity and plurality of God (Trinity)*
3. What does “substance” mean? ➔ *form, matter, element*
4. What do unitarians believe? What modern cult is unitarian? ➔ *they believe there is only one person (the Father, or Jehovah) who is God; they teach that Jesus is a created being and that the Holy Spirit is merely a name for the power of God; Jehovah’s Witnesses*
5. What do polytheists believe? What modern cult is polytheistic? ➔ *they believe that there is more than one being that may be called God; Mormons*
6. Is the doctrine of the Trinity easy to understand? If not, then why do we believe it? ➔ *no, the scripture allows no other view*
7. Cite a text of scripture proving that there is only one God. ➔ *1 Kings 8:60; 1 Cor. 8:5, 6; Isaiah 44:6*
8. What four things, which properly belong to God only, also can be proved from scripture to belong to Christ and the Holy Spirit? ➔ *they are everywhere present, they are eternal, they perform the works of God, and they are worshipped as God*
9. Give an example of each of these as respects the person of Christ. ➔ *Matt. 28:20; John 1:1; Heb. 1:3; John 20:28*
10. Give an example of each of these as respects the person of the Holy Ghost. ➔ *Acts 5:3, 4; John 6:63; Matt. 12:31; 1 Cor. 2:10*
11. What did “Modalism” teach? What scripture disproves this error? ➔ *that God is one person but plays different “parts”. Each time He played a “part” the other parts did not exist; Matt. 3:16, 17–23*
12. What did “Monarchianism” teach? ➔ *only one person in the Godhead could really be “King”; they did not believe that the three persons were equal in power and in glory*
13. What scripture could “Monarchianists” try to use to their advantage? ➔ *John 14:28*
14. What answer could be given against this attempt? ➔ *Philippians 2:6—it is only in respect of Christ’s human nature, and because He took such humiliation upon Himself, that he can say “my Father is greater than I”*

15. Why does Matthew 28:19 require belief in the doctrine of the Trinity? ➔ *“Name” refers to one being this scripture distinguishes between these three as having each, His own identity and personality; this is the doctrine of the Trinity*
16. Is the doctrine of the Trinity taught in the Old Testament? Explain. ➔ *yes, Genesis 1: 26, 27*

Question 7

1. What does “decree” mean? And “counsel”? And “foreordained”? ➔ **decree:** *the plan of God; counsel:* *reason; foreordained:* *planned from the beginning*
2. What does the plan of God include? ➔ *everything*
3. What item in figure 6.1 is like the “decrees” of God? ➔ *the blueprint*
4. What are some of the differences between our human plans and the great plan of God? ➔ *God’s plans are: eternal, absolute, perfect and all inclusive; our plans are determined by God*
5. Who gave God advice when He worked out His plan? Why? ➔ *no one gave God advice; his purpose and plan has always been in God’s mind and has never been changed*
6. What two kinds of events or happenings do people often think of as being “outside” God’s control? Prove that they are included in His plan. ➔ *chance or accidental happenings; man’s free will*
7. When did God make His plan? ➔ *he has had this plan forever*
8. For what reason did God make His plan? ➔ *for His own Glory*
9. Does this not mean that God is self-centered? If so, why is this not wrong for God, and yet wrong for man? ➔ *no, for God not to do so would be a denial of His being*
10. What are the two (common) false inferences often drawn from this doctrine of the “decrees”? ➔ *that God is the author of sin. That human persons are treated as “pawns” on a chessboard*
11. Answer both of these false inferences. ➔ *God is not the author of sin, Satan is. The Bible teaches that those who are finally lost do not really want to be saved. The decree of God does not in any way weaken or destroy the responsibility of people*

Questions 8–9

Questions and Suggested Answers (According to the Catechism)

1. In figure 7.1, with what is God’s work of creation compared? ➔ *a man building a house*

2. In figure 7.1, with what is God's work of providence compared? ➔ *the man taking care of his house*
3. What two things in God's work of creation are not to be compared with the activity of humans? ➔ *God did not need to use existing materials as man does; God did it all in one day whereas man needs lots of time to do his work*
4. What does the theory of modern science teach as to the origin of the world? ➔ *the world as we see it, is the result of a very slow and steady development*
5. Why does this theory "seem" reasonable to unbelieving men? ➔ *it seems reasonable because we do not see a tree growing up in one day; we do not see men created as adults*
6. What is the one basic error in this kind of thinking? ➔ *we are making the mistake of thinking that God was—in the subject of creation—subject to limitations that we ourselves experience*
7. How much time did it take God to create the world? Explain. ➔ *the stupendous work of creation was done with such divine power that it was completed in six days*
8. How do the miracles of Christ help us to "understand" the creation of the world? ➔ *the example of the miracle of turning water into wine (which was done instantaneously) is a true indication of God's power in creation*
9. Why is it important to believe that when God created the world all things were "very good"? ➔ *creation came from the hand of God and shows that evil does not have its origin in the inherent nature of things*
10. What is the reason that this is so often forgotten? ➔ *there has always been the tendency in the history of the Church to seek to locate the cause of human sin outside of man himself*
11. What happens when men forget this? ➔ *it is then tempting to blame sin on material things rather than man and therefore say material things are evil*
12. What text of the Bible can be cited to refute the teaching that material things are evil? ➔ *I Tim. 4:4*
13. Be ready to explain orally how the pictures on p. 33 illustrate God's decree, and His works of creation and providence.
2. What do theistic evolutionists believe about the origin of man? ➔ *they believe that the teaching of evolution is a description of the process of development that has taken place in the world; they believe that this happened because God is "behind" it all, controlling the various stages of development*
3. What reasons can you give for rejecting theistic evolution? ➔ *first—it is not in accord with Genesis 2:7 "the Lord formed man of the dust of the ground, and breathed into his nostrils the breath of life; and man became a living soul"; second—the body and soul of man are connected; man's body did not evolve from a beast and then was given a soul*
4. Does man have a twofold nature (body and soul)? Prove. ➔ *Matt. 10:28 "fear not them, which kill the body, but are not able to kill the soul: but rather fear him, which is able to destroy both soul and body in hell"; there is a resurrection of the body and survival of the soul*
5. Which (body or soul) is the "highest" or best? ➔ *God created the whole man, neither body nor soul is above each other, both will be saved or condemned*
6. In figures 8.1, 8.2, and 8.3, what is Shorty doing that illustrates the lesson? ➔ *Shorty, because of knowledge of God, has a heart of worship to God and these things cause him to walk in righteousness (p. 40)*
7. In your own words tell briefly what you think a prophet should be. A priest. A king. ➔ *prophet—one who sees the truth of God and shares it with others; priest—one set apart by God for service to Himself and others; king—someone who rules (pp. 39–40)*
8. Which of these is correct: "The image of God is in man," or, "Man is the image of God," or, "The soul contains the image of God." Why did you choose the one you did? ➔ *"Man is the image of God" - God in creating man has given him the ability to show forth the plan of God in his life. He can think like a prophet, have the feelings of a priest and act like a king*
9. What other doctrines can better be understood in the light of this lesson? Be ready to explain why, in one instance, in class. ➔ *1) the doctrine of man's total depravity; 2) the saving work of Christ; 3) the conversion of the sinner to Christ; 4) the marks of a true church (p. 41)*

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Question 10

Questions and Suggested Answers (According to the Catechism)

1. Why does the Catechism devote another question (besides question 9) to the doctrine of creation (this time—the creation of man)? ➔ *it was man alone among all the creatures of God who was made in God's own image; man is God's headship over creation*

Question 11

1. Why is Shorty able to sleep peacefully in the midst of the storm? ➔ *he knows that God preserves and keeps us*
2. Explain figure 9.2 using Psalm 91:7 as the basis. ➔ *God is in control of dangerous situations; He is able to direct and control everything so that his servant will be safe*
3. What are some of the things that God controls in this world? ➔ *God controls all creatures, actions, and things*

4. What are some of the things that God controls that some people find hard to accept or believe? ➔ *God is in complete control of nature; God is in complete control of the nations of men; God is in complete control of every single individual; God is in complete control of the free actions of men; it is difficult for some people to believe that God controls the “small details” of life; it is difficult for some people to believe that God controls everything we say or do (pp. 44–45)*
5. Why must we hold that God controls the “little things” as much as the “big things”? ➔ *the “big things” depend on the “little things” that must be done (p. 46)*
6. Does God exercise complete control over men even when they do wrong? ➔ *yes*
7. Does this make God the author of sin? ➔ *no*
8. Can we explain this doctrine? Why? ➔ *no, we do not understand it all; It is enough to know that the Bible teaches this truth*
9. Why are we to believe this doctrine? ➔ *the Word of God teaches the truth of God and reveals His greatness*
10. Is there any comfort for the Christian in this doctrine? If so, what? ➔ *Romans 8:28 “All things work together for good to them that love God, who are called according to his purpose.”; the Christian who believes in the God who preserves and governs all His creatures and all their actions, will not fear every crash of thunder and will not be overcome with panic in the midst of danger*
11. Read 1 Kings 22:1–33, and be ready to tell this story in class, as a proof of the doctrine set forth in the Catechism.

Question 12

About “Covenant”

Williamson gives you an “inadequate” definition of covenant (“a covenant is an agreement between two or more persons”), then tells you it is inadequate, but never tells you what an adequate definition may be.

The Rev. Dr. Ray R. Sutton, Dean of Philadelphia Theological Seminary of the Reformed Episcopal Church, has written a book—the publisher claims “the first” book—in which the idea of covenant is rather fully defined and illustrated from the Bible. Sutton shows that a biblical covenant is an agreement that includes five parts:

- A declaration of **Transcendent Authority** (Who is the ultimate boss? Who will enforce the agreement?);
- A declaration of **Hierarchy** (To whom do the subject parties report? Who is their direct supervisor? Who is their representative to the boss, and who represents the boss to them?);

- A declaration of **Ethical Requirements** (What are the parties supposed to do?);
- A declaration of **Oath-Bound Sanctions** (What happens if the parties do—or don’t do—what they are supposed to?);
- A declaration of **Succession or Continuity** (How is this covenant confirmed or denied? How can a person tell if it applies to him or her or not?)¹

According to Sutton, you can find this covenantal structure throughout scripture and it has special application not only to individual persons before God, but to the family, the state (i.e., civil government), and the church. All three of these are to be covenantal institutions under God: God is “the boss”; He has established each one of these institutions as hierarchical intermediaries between Him and individuals; each of these institutions is to be regulated by ethical requirements that God has established; each can expect certain sanctions (either blessing or cursing) depending on how it carries out its oath-bound tasks; and each of these institutions has specific rules, given by God, that define how its continued existence will be permitted or denied.

The concept and reality of covenant, says Sutton, is at the root of all of life.

For the sake of answering Williamson’s question #2, however, you may pretend that there are only “two” covenants.

Questions and Suggested Answers (According to the Catechism)

1. What does the word “covenant” mean? ➔ *an agreement*
2. How many covenants are there? Name them. ➔ *covenant of life, covenant of works, and covenant of grace*
3. Is it satisfactory to say that a covenant “is an agreement between two or more people”? Why? ➔ *it is not the right definition if God is part of the covenant; God and man are not equal partners; God’s sovereignty is expressed in his covenants*
4. What is the chief danger to avoid in our thinking of the covenant of works? ➔ *to think of man as if he can earn something from God*
5. How does figure 10.1 show the covenant of works? ➔ *God was pleased to require a certain obedience as the condition upon which a gift would be given*
6. What are the reasons for denying that this covenant was “unfair”? ➔ *God laid down the covenant. Man’s duty is to obey God (gift or no gift)*

1. A general summary of the contents of Ray R. Sutton, *That You May Prosper* (Tyler, TX: Institute for Christian Economics, 1987). The acrostic THEOS (Greek for “God”; note the first letter in each emboldened phrase) comes from Gary North, *Political Polytheism* (Tyler, TX: Institute for Christian Economics, 1989), pp. 35–51, and elsewhere.

7. How does figure 10.2 prove this? ➔ *it was life that God promised to Adam; God required Adam to obey Him before He confirmed the gift*
8. What great mystery is not explained in the Bible? ➔ *the mystery of how could God permit Satan to tempt our first parents, and how we could place the blame entirely on our first parents (and ourselves) that they did sin*
9. What should we do in the face of this great mystery? ➔ *we should accept the statements in the Bible: 1) God does control all His creatures and their actions; 2) God is not the author of sin*
10. Would a person of modernist views say that the story of Adam is “true”? If so, what would he mean? ➔ *no, they say he is a symbol of our own tendency to sin and fall*
11. Why is it essential that we believe Genesis 1–3 to be history? ➔ *if we do not believe what the Bible says about Adam and what he did under the covenant of life, neither will we really believe what the Bible says about the Lord Jesus Christ and what he did for us in the covenant of grace*

Questions 13–15

1. What were the two alternatives set before Adam? ➔ *the path of perfect obedience which leads to life; the path of disobedience which leads to death*
2. What are the two elements of Adam’s freedom of the will? ➔ *the liberty to do good or evil; the ability to do good or evil*
3. Which of these do we not have? ➔ *we do not have the ability to do good*
4. Do modernists believe the story of Adam to be true? Explain. ➔ *no, they believe the story to have “truth”, they see a lesson in the story, but it is not something that actually happened*
5. Why do we have to be on guard against modernist teaching about Adam? ➔ *this view is a result of the teachings of evolution and other false human systems that seek to explain the existence of things without God*
6. State the two views of sin that Adam had to choose from. ➔ *sin is any want of conformity unto or transgression of the law of God; sin is anything that proves to be harmful to men*
7. What are the two kinds of (actual) sin? ➔ *the sin of omission; the sin of commission*
8. Give an example of each. ➔ *the sin of omission—to not worship God; the sin of commission—Adam eating the forbidden fruit*
9. Why do many people fail to realize that they are guilty sinners? ➔ *they think only of sins of commission and do not realize the sins of omission*

10. Why is it wrong to say that Adam’s sin was a little sin? ➔ *any sin is terrible because it is against the great and good and holy God*
11. State some of the reasons for maintaining that Adam’s sin was a great sin. ➔ *1) Adam went against the command of a holy God; 2) he did so when he had full liberty and ability to do right; 3) he was forewarned of the terrible consequences of disobedience*

Questions 16–17

Questions and Suggested Answers (According to the Catechism)

1. What does posterity mean? ➔ *children*
2. What does “ordinary generation” mean? ➔ *a descendant of Adam (natural offspring)*
3. What facts do Christians and non-Christians have to face? ➔ *all are sinners; all do die*
4. What is the first truth that we must understand concerning this matter? ➔ *there is an aspect of oneness with respect to Adam and all other members of the human race (except for Jesus Christ)*
5. How does figure 12.1 show this? Give a scripture text in support. ➔ *the figure shows that an evil tree brings forth evil fruit. Job 14:4 “who can bring a clean thing out of an unclean?” Job 25:4 “Or how can he be clean that is born of a woman?”*
6. Are all men born by “ordinary generation”? Explain. ➔ *all men except Jesus Christ are born by “ordinary generation” or are the natural offspring of their parents*
7. What is the second truth we must understand concerning the fall? ➔ *there is a sense in which that first sin was Adam’s as it is not ours*
8. What complaint does this often bring forth from sinners? ➔ *how can God blame me for something that I did not actually do myself?*
9. What false thought lies behind such complaints? State the true thought. ➔ *it seems unfair or unjust because we are condemned to start with and have no choice; Adam is the father of the human race, he was the representative head who acted for the human race*
10. What does creationism teach? What does traducianism teach? ➔ **creationism:** *the body is derived from Adam by ordinary generation, whereas the soul is directly created by God; **traducianism:** the whole man (both body and soul) is received, by ordinary generation, from the parents*
11. Which is preferred? Why? Give some reasons. ➔ *traducianism is preferred; the Bible states it; Adam sinned in the whole man; scripture does not speak of God creating souls individually, and it does not speak of Him creating bodies individually*

12. How does Romans 5:12–21 help us to see blessing in the representative principle? ➔ *the representative principle that brought death to everyman is also the means of bringing life eternal in Christ (p. 63)*

Question 18

- Find a phrase in the Catechism that has the same meaning as “total depravity.” ➔ *“the corruption of man’s whole nature”*
- What facts concerning man’s depravity are set forth in Genesis 6:5? ➔ *man’s depravity is inward, great and continual (p. 66)*
- What is meant by total in “total depravity”? ➔ *there are two different meanings of total, extent and degree*
- What do we mean by speaking of the extent of depravity? ➔ *the depravity may be found in every part*
- What do we mean by speaking of the degree of depravity? ➔ *the depravity may be absolute; as bad as can be*
- Which of these properly applies to wicked men in this world? To Satan? ➔ *the extent of depravity applies to wicked men; the degree of depravity applies to Satan*
- Why are wicked men not yet as wicked as they can be? ➔ *wickedness has not reached the fullest possible degree with wicked men; when they are cast into hell, then they will be like Satan*
- Do wicked men do “good things”? Explain. ➔ *yes, wicked men because of conscience, civil government, fear of death and family influence are able to do good things*
- What is meant by “total inability”? ➔ *man cannot do anything that God considers good, or holy, or righteous without first being regenerated*
- Why do some disbelieve this? ➔ *they do not believe this because it seems to take away the freedom of man*
- What two things do they confuse? What does each of these mean? ➔ *they confuse freedom and ability; freedom: the absence of external (or, outward) constraint (or, force); ability: to be able to do; man does not have the ability to do good in God’s eyes*
- Can God do anything evil? Why? ➔ *no, He is controlled by His own inner nature, He is holy, and therefore he cannot do evil*
- Is man free to do good? Is man able to do good? Why? ➔ *man is free to do good; man is not able to do good; man is inclined to evil, he freely prefers it*
- Prove from Bible history that unbelievers incline to more and more evil. ➔ *the whole human race had to be destroyed because of evil, except Noah and his family; Noah’s descendents built the Tower of Babel, which was in rebellion to God; God called Abraham to be the father*

of Israel, but Israel constantly departed from God. Prov. 1:24 “I have called, and ye refused; I have stretched out my hand, and no man regarded.”

Question 19

Questions and Suggested Answers (According to the Catechism)

- What is the great truth that unbelievers hate to admit? ➔ *the whole human race is lost*
- What do they attempt to do because of this hatred? ➔ *they attempt to find some explanation of things (evolution); they try to convince themselves that the world can somehow be made a happy place, and that man can one day banish death and disease, war and strife*
- What are the four parts of the misery of man? ➔ *he has lost communion with God, and is under His wrath and curse; he has misery in this life; there is a universal dominion of death; there is everlasting punishment (pp. 71–73)*
- How can we see that man has lost communion with God? ➔ *we can see that man has lost communion with God by the results that man’s heart is sinful and his imagination is dark and vain*
- How can we see that man is under God’s wrath and curse? ➔ *God has revealed in His word that man is under His wrath and curse*
- What are some of the miseries of this life? ➔ *disease, famine, war and disaster*
- What book of the Bible vividly describes man’s loss of communion with God? ➔ *Ecclesiastes*
- What does this book of the Bible mean by “vanity”? ➔ *emptiness*
- What are some of the ways in which people try to make up for this loss? ➔ *fame, fortune, fun, laughter*
- Do all men experience the same miseries? Explain. ➔ *no; some men might have a disease, others may die tragically, but every man has his universal and inescapable portion of misery*
- What does figure 14.1 teach concerning the misery of man? ➔ *there are pains of body and sorrows of soul, that no man can be a complete stranger to in this life*
- Do believers as well as unbelievers experience misery? ➔ *yes; believers experience misery; however, it all works out in the end*
- What is the difference between the experience of believers and unbelievers in this life? At death? In the world to come? ➔ *the difference is that in this life the believer’s experiences all work out for the good; all do die; it is a part of man’s misery; however, the believer dis-*

covers that there is no sting of death for him; in the life to come nothing can separate the believer from Christ (pp. 73–74)

14. How do we know there is really a hell? ➡ *Jesus spoke of hell on several occasions and gave descriptions of it*
15. If all men must die, what does the Bible mean by saying that the believer has already passed from death unto life? ➡ *it is speaking of the soul of man*
16. Does God have a good purpose in the miseries that yet must be experienced by true believers? Explain ➡ *yes; they come as a corrective discipline*

Note: Williamson is correct when he says that the doctrine of election is one of the more hated Lutheran/Calvinistic doctrines. It has certainly been the source of plenty of controversy among God's people down through the centuries!

So why concern ourselves with such a topic?

Erasmus, way back in the early 1520s, objected to Luther's emphasis on the bondage of the will on the grounds that debates about free will vs. election were "useless, and not necessary."²

Luther responded:

If ... it be "irreligious," if it be "curious," if it be "superfluous," to know ... whether our own will does any thing in those things which pertain unto eternal salvation, or is only passive under the work of grace; whether or not we do what we do ... from necessity, or rather from being passive; what then, I ask is religious, ... what is useful to be known?

... What [the papists] assert is this—That there is ability in us; that there is a striving with all our powers; that there is mercy in God; that there are ways of gaining that mercy ...³

I hope you can see why many Protestants have clung so strongly to this doctrine. They see a relationship between the Protestant doctrine of justification "by faith (alone)" and this matter of free will vs. election. If man is free to choose for God, they say, then man can claim some part in his own salvation. Luther wanted to protect his followers from thinking such thoughts, so he taught "the bondage of the will," or, as Calvin and his followers put it, "unconditional election"—it is all of grace.

If there be no freedom of will, how can there be place for merit? And if there be no place for merit, how can there be place for reward? To whom will the reward be assigned, if justification be without merit?

Paul here [Romans 3:24] gives you an answer.—That there is no such thing as merit at all; but that all who are justified are justified "freely"; that this is ascribed to no one but to the grace of God.⁴

Frank Schaeffer, son of evangelical Protestant theologian Francis Schaeffer, recently converted to Eastern Orthodoxy. In his book *Dancing Alone*, he criticizes the Calvinistic/Augustinian teaching of his youth:

Augustinianism teaches predestination and election. Fundamentally, [it] teaches that so-called original sin stripped people of their intrinsic value, that they are irredeemably "fallen." This fallenness includes people's free will. Thus for God to save "The Elect," only grace will suffice. This grace is not chosen by the sinner, but conferred upon him by God regardless of the sinner's wishes.

God ... has created one sinner to be saved and another to be damned. God does not do this for any particular reason, such as His knowing who will choose to love Him or not, but ... for unknown reasons.⁵

Schaeffer goes on to quote from Luther's *The Bondage of the Will*:

The human will is like a beast of burden ... [It] stands like a saddle horse between [God and the devil]. If God mounts into the saddle, man wills and goes forward as God wills ... but if the devil is the horseman, then man wills and acts as the devil wills. He has no power to run to one of the ... two riders ... but the riders fight to obtain possession of the animal.⁶

Schaeffer concludes:

The Lutheran position is straightforward. It degrades man to the level of a beast ... and it flies in the face of human experience, which is faced every-day with choices between good and evil. It is also self-contradictory. It condemns sin, and yet asserts the will is not free to choose to resist sin.⁷

I hope you are now able to sense a bit of what the debate is all about. On the one side are the Calvinists and Lutherans saying, "Scripture teaches unconditional election"; on the other side are the multitudes who say, "But it doesn't make any sense. It's unjust, it degrades man to the level of a beast, and it makes God the father of sin and injustice...."

And the Calvinists and Lutherans respond much the same way Paul did when he wrote on this topic: "We must believe what scripture teaches whether we can understand it or not."

Is God unjust? Not at all! ... God has mercy on whom he wants to have mercy, and he hardens whom he wants to harden.

One of you will say to me: "Then why does God still blame us? For who resists his will?" But who are you, O man, to talk back to God?⁸

2. Quoted by Luther in his *The Bondage of the Will*, Henry Cole, translator, (Grand Rapids, MI: Baker Book House, 1976), p. 29.

3. Ibid., pp. 30, 32.

4. Ibid., pp. 352–353.

5. Frank Schaeffer, *Dancing Alone* (Brookline, MA: Holy Cross Orthodox Press, 1994), p. 66.

6. Luther quoted in *ibid.*, p. 67. Schaeffer gives no edition or page numbers, but I have found this section in Henry Cole's translation. It is the last paragraph of Section XXV; *op cit.*, p. 74.

7. Ibid.

8. Romans 9:14, 18–20.

Timeline and Map Activities

- 🕒 JS Bach (1685–1750)⁹
- 🕒 John Milton (1608–1674)
- 🕒 John Bunyan (1628–1688)
- 🕒 William Shakespeare (1564–1616)
- 🕒 Raphael (1483–1520)
- 🕒 Michelangelo (1475–1564)

Question 20

Questions and Suggested Answers (According to the Catechism)

1. Give a clear statement of what is meant by “unconditional election.” ➔ *God’s election is “unconditional” because he does not find some condition in the elect that he does not find in the non-elect*
2. Why has God chosen the persons He has chosen? ➔ *the reason for God choosing one man above another is in God only*
3. When has God chosen them? ➔ *God has chosen them from all eternity*
4. What are the truths concerning this doctrine shown in figure 15.1? ➔ *all men are equally lost; God’s election is unconditional; the choosing is in God only*
5. Is this doctrine plainly taught in scripture? If so, where? Give an example. ➔ *yes; Ephesians 1:4, 5; John 5:16*
6. Is unconditional election unfair to those who are not elected? Why? ➔ *no; all men deserve damnation and it is not unfair for them to get what they deserve*
7. Does election make salvation “automatically certain” for the elect? Why? ➔ *no; God has chosen men for a destiny that leads to a certain relationship with Christ which will lead to a man being justified and glorified*
8. How are the elect saved? ➔ *they are saved in a “covenant of grace” through Jesus Christ (p. 79)*
9. What are some of the things that the elect will certainly do? ➔ *he will repent of his sins, believe on the Lord Jesus Christ, and be saved according to His plan*
10. Why must the elect come to Christ? ➔ *it is only in union with Christ that any benefits are given to sinful men*
11. Can all that want to be saved be saved? Explain. ➔ *yes; God gives man a new heart to desire salvation; no man who wants to be saved will be lost*

12. What two great truths does this doctrine help us to see? ➔ *on the one hand we have no ground to boast about our salvation (it is all of God) and on the other hand we have no ground to complain because the lost did not want to come to Christ in true repentance and faith*

Question 21

1. Why is the word “only” so important in this Catechism question? ➔ *it emphasizes the fact that Jesus Christ is the only Redeemer of the elect, there is no other one*
2. What do “universalists” teach? What movement teaches universalism? ➔ *there is saving truth in all religions for those who are sincere and earnest; the World Council of Churches*
3. What is “dialogue”? What is the purpose of it? ➔ *it is a two-way conversation; its purpose is to incorporate all that is good from the various religions to make a new religion*
4. Why is Jesus the only Redeemer? ➔ *Jesus is the only one qualified to be the Redeemer because of His eternal deity and true humanity*
5. How do we know that Jesus Christ is God? ➔ *the scriptures teach that Jesus is called God, has the attributes of God, is worshiped as God, and does the works of God*
6. Give examples of denials of the deity of Christ. ➔ *Jehovah Witnesses say that Jesus was a created being of God who only became divine; modernists say that Jesus became divine, but say He is not God like the Father and Holy Spirit; many evangelical Christians deny He is God by making use of pictures of Him*
7. Is it wrong to make (or use) pictures of Christ? Why? ➔ *it is an idolatrous practice and forbidden in scripture*
8. In figure 16.1 what does the endless beam represent? What does the other beam represent? ➔ *the endless beam represents the eternal state of Christ; the shorter beam represents His beginning as a man, and that became eternal from that point on*
9. What are some of the ways in which the teaching set forth in the Catechism (and figure 16.1) have been denied? Give three. ➔ *some believe that Christ’s divine nature was reduced by Him becoming man; others thought that His human nature would be lifted up so greatly by being united with His divine nature, that He would no longer be “one of us” in all things except sin; others believed that the incarnation brought a mixture of the two natures, so that Jesus would have neither divine nor human nature, but rather a new nature between these two*

9. These timeline suggestions are taken from *What If Jesus Had Never Been Born?*

10. What is the false teaching of Roman Catholicism and Lutheranism? Explain. ➔ *they say that the human nature of Christ is now able to be present in many different places at the same time*
11. Show that this is false from scripture. ➔ *Luke 25:6 "He is not here, but is risen"; Acts 3:21 "whom the heaven must receive until the times of restitution of all things"*
12. How does this phrase, "the Lord Jesus Christ," sum up the teaching of this lesson? Explain. ➔ *the word "Lord" is really the same as Jehovah; the word "Jesus" is the same as Joshua, which indicates the reality of our Lord's human nature; the word "Christ" means "the anointed one"*

Question 22

Please be aware that both Roman Catholics and Eastern Orthodox would object to Williamson's explanation of the meaning of the doctrine of Mary and her virginity. They both call Mary "Ever-Virgin."

By way of quick (and inadequate) response to Williamson's use of Matthew 1:25, Keating begs us to "consider this line: 'Michal the daughter of Saul had no children until the day of her death' (2 Samuel 6:23)." He asks, "Are we to assume she had children after her death?"

Questions and Suggested Answers (According to the Catechism)

1. In figure 17.1 what are some of the false points of the Roman Catholic teaching that are brought out? ➔ *the emphasis on Mary and the lifting up of her as the mother of God, rather than exalting Jesus, the true Savior (p. 89)*
2. What are some of the correct points in the Reformed teaching here shown? ➔ *the emphasis is on the birth of Jesus and the acknowledging that God was made man and Mary was the chosen woman to be His earthly mother*
3. Is it proper to speak of Mary as the "Mother of God"? Explain. ➔ *only in the sense that she was the woman that Jesus was born of*
6. What is the error of the modernists with respect to Christ's birth? ➔ *that Christ did not have to be virgin born to be sinless*
7. Why was it necessary for Christ to be born of a virgin? ➔ *if Christ had not been born of a virgin, he would have had a sinful nature*
8. Why did the Holy Ghost overshadow Mary? ➔ *Luke 1:35—he overshadowed her so that her child would not be sinful*
9. What does "true body" mean? What heresy denied that Christ had this? ➔ *it means that Jesus took unto Himself the same kind of body that we ourselves possess (except for sin); docetism denied this; it held that Christ only seemed to have a physical body (pp. 91–92)*

10. What is meant by "reasonable soul"? How did early heretics deny this? ➔ *just as we have a body and a soul, so Christ had a human soul as well as a human body; they denied it by teaching that His divine nature took the place of a soul within His body*
11. Prove that Jesus had both a true body and a reasonable soul. ➔ *the scripture in Hebrews 2:17,18 states that "in all things it behooved Him to be made like unto His brethren"; also other scriptures speak of his humanity and his soul*
12. Is this doctrine essential for our salvation? Give some reasons. ➔ *without this doctrine there is no gospel of salvation; our Mediator had to be God in order to sustain and keep the human nature from sinking under the infinite wrath of God, and the power of death; give worth and efficacy to His sufferings, obedience and intercession; and to satisfy God's justice, procure His favor, purchase a peculiar people, etc.*

Timeline and Map Activities

- 🕒 **Augustine of Hippo (AD 354–430)**
- 🕒 **Francis Xavier (1506–1552)**
- 🕒 **John Newton (1725–1807)**
- 🕒 **C. S. Lewis (1898–1963)**

Question 23

1. Was Adam originally a prophet, priest, and king? Explain. ➔ *yes; he originally had all the attributes of these offices*
2. What was the consequence of the fall (as far as these offices are concerned)? ➔ *man no longer was able to fulfill these offices; man became ignorant, guilty and sinful*
3. What does much of the Old Testament history center about? ➔ *what God did to prepare for the day when he would send forth His Son to save His people*
4. Were the three offices separate in Abraham's day? At a later time? ➔ *Abraham seems to be all three although the offices were not clearly distinguished; at a later time, God chose different men to hold these offices alongside each other*
5. Who was the first specially appointed prophet? Priest? King? ➔ *Moses: prophet; Aaron: High Priest; David: king*
6. Were there successors in each of these offices? Were all faithful? ➔ *yes; no they were not all faithful*
7. What did God accomplish through these Old Testament persons in these offices? ➔ *through faithful prophets God gave His true word; through faithful priests God showed there could be no forgiveness of sins with*

History of God's Kingdom

Parent History and Biographies Guide

Parent Study Guide

This Parent Study Guide contains everything a parent or instructor needs to successfully use this curriculum in conjunction with the corresponding Student Study Guide such as questions and answers (formerly "Answer Keys"), maps with answers, vocabulary definitions, book summaries, and literature analysis. If you are a student, please turn to the corresponding Student Study Guide.

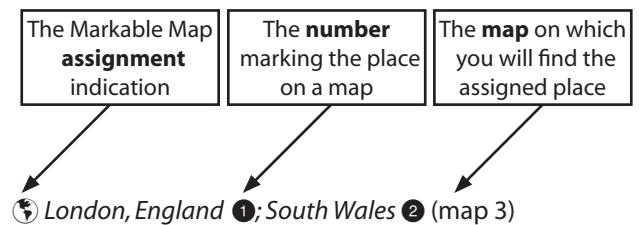
How to Use This Guide

The notes in this guide are meant to highlight the main ideas covered in the books you're reading. As you work through the assigned reading, we recommend that you use the notes and questions in this Study Guide to confirm comprehension, enhance understanding, and increase retention. The process of working through these comments, questions, and activities will help solidify the material in your memory.

Timeline and Markable Map Information

Note: Timeline suggestions are in **bold** type. When there is a range of dates (e.g., 1865–1890), we recommend that you use the ending date when placing the figure on your Timeline. We have taken our dates from various authorities. Because even the best authorities do not agree on specific dates, you will find discrepancies among the dates we suggest. Feel free to adapt as you see best. For more on this, please read "Why You Will Find Contradictions in History" in this Study Guide.

Sonlight's geography program weaves throughout the year assignments from almost every book you study. It is designed to demonstrate to your student the importance of map skills while enhancing the learning adventure. We provide map suggestions from the assigned reading in the Study Guides. Look for the 🌐 symbol on the schedule page. This will alert you to a map assignment at the beginning of that day's Study Guide notes. Use the key in the Study Guide (see sample below) to find each location on the map(s) following each book's Study Guide. Then your children can note each location on their maps in the Student Guide.



Important Note

Questions in your "History of God's Kingdom" study guide are designed to not only gauge your level of comprehension, but also to challenge you. To this end, some questions have no true definitive answers and some do. The questions that we provide answers to will have a ➡ symbol after them indicating that the answers are provided in the Parent Guide. All vocabulary definitions will also be in the Parent Guide. ■



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The Church of the East

Note: While our basic text for this study, *The Story of Christianity*, briefly mentions the spread of the church to the East, notice that the emphasis is entirely on the Westward expansion. For example, the authors do not include any maps showing the growth and expansion of the Eastern church while they include a number of maps showing the expansion to the West. This Western emphasis to the exclusion of the Eastern church is typical of virtually all history texts printed in the West.

Introduction

Questions and Comments

1. According to Holzmann, why have we never heard of the Church of the East? ➔ *the authors of our history books permitted political leaders of the Roman Empire to cloud their vision and convince them that the Roman Empire dominated the whole world, and outside the empire there was nothing of importance to record*

Timeline and Map Activities

- 📍 *There is no need at this point to mark all the places mentioned in the Introduction, however, take a look at the map in the front of the book to get an idea of the area of the world referred to in this study (you may want to look at a map that shows this part of the world more clearly)—Asia in general; Arabia; India; China; Siberia; Japan*

Chapter 1

Vocabulary Development

... who had been a **metropolitan** of Seleucia ... (a bishop whose rank is between an archbishop and a patriarch)

... with the consent of the other metropolitans, assumed the title of **Catholicos**. (title of the Nestorian and Armenian patriarchs [source: Catholic Encyclopedia])

A few days later Awgin blessed seventy-two **Rabbans** ... (monks)

Questions and Comments

2. According to Assyrian Christian tradition, Thaddaeus was sent by the apostle Thomas where? And when did he get to his destination? ➔ *Thaddaeus was sent to Syria before the end of the 1st century*
3. What was the geographical area covered by the church in Asia by 225? ➔ *from the mountains of Kurdistan to the Persian Gulf*
4. Look at a map and identify the modern countries that general area includes. ➔ *Turkey, Syria, Iraq, Iran, Armenia*
5. Where did the *Church of the East* first establish its headquarters? ➔ *Seleucia*

6. What was the central interest of the Christians in the monasteries of Persia? ➔ *study and transcription of the Scriptures*
7. Describe the lifestyle of the monks in these monasteries.
8. Without reading about the Church of the East you might think that monasticism began with the establishment of the Monte Cassino monastery near Naples in 529, founded by Benedict of Nursia. However, as Holzmann states, "Christian monasticism began in Egypt." Why was monasticism so important to the work of the Church of the East? ➔ *it provided the theological education of the church leaders—Rabbans, bishops, monks, nuns; it made possible transcription and translation of Scriptures; it provided for the education of the children*

Timeline and Map Activities

- 🕒 **Thaddaeus, the apostle sent to Aleppo (late 1st century)**
- 🕒 **Syria visited by Thomas the apostle (sometime in the 2nd half of the 1st century)**
- 📍 *Allepo in Syria ①; Kurdistan ②; Persian Gulf ③; Turkey ④; Syria ⑤; Iraq ⑥; Iran ⑦; Armenia ⑧; Seleucia ⑨; Adiabene ⑩ (map 1)*

Chapter 2

Vocabulary Development

... The **firman** released all the racial hatred and fanaticism ... (a royal order or grant generally given for special purposes)

Questions and Comments

9. How did Roman Emperor Constantine's appeal to Persian King Sapor II for protection of Christians in Persia result in even greater persecution of the Christians? ➔ *since the Roman Empire and Persia were at war, Sapor II received the appeal with suspicion—he thought some of the Christians might be Roman spies*
10. How did Sapor II unleash persecution against the Christians? ➔ *he issued a firman, which released racial hatred and fanaticism against the Christians*
11. What two customs and practices of the Christians offended the Persians? ➔ *burial of the dead; their view that celibacy was a superior lifestyle*
12. Can you think of any reasons these two practices would be offensive—to the Persian culture or our own, today?
13. As in every time of persecution, not all the Christians stood firm. Some were willing to go to their death; others fled, or denied Christ in order to save their lives.

What do you think gave the Christians who stood firm the power to remain faithful to their Lord in the face of such persecution? Do you think you could withstand such persecution? Why or why not?

Chapter 3

Vocabulary Development

One of the characteristics of Arabia is its **wadis**. (valleys, gullies, or streambeds that remain dry except during the rainy season)

He had an immense **pyre** prepared ... (burnable materials heaped up into a pile for consuming a dead body)

... to receive the revelations which form the **Koran**. (the sacred book of Islam)

Questions and Comments

14. According to tradition, who was the first to preach the Gospel in South Arabia? ➔ *Bartholomew—one of the apostles of Jesus*
15. What is the significance of the fact that there was a bishopric in Qatar in AD 225? ➔ *that means there were Christians in Arabia within 200 years of Christ's death*
16. Describe the deception Masruq used in order to subjugate the city of Zafar. Describe the deception he used to take the city of Najran. What was Masruq's goal in taking these cities? ➔ *to destroy Christians*
17. When did Muhammad/Mohammed receive his prophetic call and begin to preach and write the material that would eventually become the Q'uran (Koran)? ➔ *AD 610*
18. We are told that the Muslim era began in AD 622. What happened in that year that makes the date significant?
19. What "shrewd" move did Muhammad make to gain power with the help of Christians? ➔ *he adopted a policy of hostility toward the Jews, which encouraged the Christians to join forces with him*
20. What was the tragic effect on Christianity of Muhammad's rise to power? ➔ *by the end of the 7th century Christianity in Arabia had all but disappeared and Islam² dominated all of Arabia, and continues to do so to this day*

Timeline and Map Activities

🕒 The beginning of the Muslim era (AD 622)

1. The word Quran (pronounced kuh-RON or kuh-RAN) means a recitation or something to be recited.

Muslims believe the angel Gabriel revealed the Quran to the Prophet Muhammad a little at a time. The revelations began about AD 610 and continued until Muhammad's death in AD 632. Muhammad's followers, who wrote down the revelations, collected them into the book that is now known as the Quran.

2. ... from barbarian invasions and the rise of **Islam** (a religion characterized by the doctrine of submission to the one God and to Muhammad as the chief and last prophet [source: www.dictionary.com])

📍 Arabian peninsula 11; Qatar 12; Zafar 13; Najran 14
(map 1)

Chapter 4

Questions and Comments

21. What was the "golden age" of the Eastern Church missions in central Asia? ➔ *end of the 4th century to the end of the 9th century*
22. In what practical ways did the "missionaries" enter the Asian cultures with the Gospel? ➔ *they worked as secretaries and physicians, invented alphabets and taught the people how to write, practiced their trades and traded their wares*
23. Holzmann observes, "During the peak centuries of the Church of the East, there were enough Christians in modern Afghanistan to field at least 5 bishops." At one time, therefore, obviously, Afghanistan was a largely Christian region. Today it is dominated by Muslims. Question: Is it ever appropriate to advance or defend the cause of Christianity through bloodshed? (Some potentially relevant Scriptures: Genesis 9:6; Matthew 26:52–54; John 18:36; Romans 12:17–13:6.) What do you think? Why?
24. Why is it important to know that the first Catholic mission work in India was not until 1500—more than a millennium after the missions of the Church of the East in India? ➔ *to dispel the myth that the Roman Catholic Church was the only church involved in missions after the time of Christ; we need to recognize that God's work throughout the ages among the peoples of all nations has not been limited to our historical view; His work has been done in places and through people who never made it into the history books*

Chapter 5

Vocabulary Development

... had **auricular confession** and solitary masses which were among the most valued ... (the practice of revealing sins to the priest alone for sacramental pardon [source: New Catholic Dictionary])

Questions and Comments

25. What are several names by which the Christians of Southwest India were known? Tell why they were known by each name. ➔ *Syrian Christians, because their liturgies and Scriptures were in Syriac; Nestorians, because they held to the doctrines of the Church of the East; Christians of the Serra [Mountains], because they lived in the mountains; St. Thomas Christians, because they claimed to be the spiritual children of St. Thomas*
26. According to *The Church of the East*, what distinguished the Christians of Southwest India? ➔ *their industry, diction, and respect for parents, elders and clergy; they had*

few quarrels and no murders; they were generally rich; they treated their slaves with kindness; they were moderate; they did not use images; they were devout and joyful in church attendance; their priests were allowed to marry

27. What contributed to the decline of the church in Southwest India? ➔ *the people round about them began to recognize them as a separate caste; the church eventually adapted to the culture and became weak and sluggish; it lost its missionary zeal; eventually many Christians relapsed into Hinduism*
28. What was the result of the attempts of the Portuguese and Jesuits to convert the Syrian church of Southeast India to Roman Catholicism? ➔ *the church became divided three ways: 1) those who refused Roman Catholicism; 2) those who converted to Roman Catholicism and then disavowed it later; 3) those who converted, reverted, and then reconverted to Roman Catholicism*
29. Are these results bad? Good? Neutral? Why do you think as you do? Do you think missionaries from one "brand" of Christianity have either the right or the responsibility to go into an area where another "brand" is dominant and then try to seek converts? Why or why not?
30. According to *The Church of the East*, what are the two most likely reasons the Nestorian church suddenly seems to have switched to Roman Catholicism in the time between the visits of Dr. Buchanan (1806) and Bishop Middleton (1816)? ➔ *perhaps the two men spoke with different types of Christians when they visited; perhaps, due to persecution, the leaders of the Church of the East died in martyrdom leaving it without leadership so that the members were easily led to become Roman Catholic*

Timeline and Map Activities

- 📍 Western Ghats ①; Madras, India ② (map 2)

Chapter 6

Questions and Comments

31. As far as can be known, when did Christianity spread to "Further Asia"? ➔ *in the AD 600s*
32. Who was John Prester? ➔ *a Christian king (and perhaps elder in the church) in Asia in the early AD 1100s*
33. As far as we know, what was Genghis Khan's attitude toward Christianity? ➔ *he viewed it with favor, although he was not a Christian*

Timeline and Map Activities

- 📍 "Further Asia" (Uzbekistan ③; Kazakhstan ④; Mongolia ⑤; Siberia ⑥); Samarkand, Uzbekistan ⑦; Kashi, China ⑧; Karakoram ⑨ (map 2)

Chapter 7

Vocabulary Development

One writer states that the Nestorians in **Cathay** numbered more than ... *(an old name for China, said to have been introduced by Marco Polo)*

Questions and Comments

34. According to *The Church of the East*, by tradition there may have been a Christian awakening in China in the later part of the 1st century. What evidence was discovered in 1625 that shows a Christian presence in China as early as AD 635? ➔ *a monument near Changwu bears Christian inscriptions and names*
35. What evidence do we have of a powerful community of Nestorians in Beijing/Peking in the late 1200s? ➔ *John of Monte Corvino, a Franciscan Friar, speaks of his difficulty with the Nestorians in Peking; during this time only Nestorian doctrine was allowed to be proclaimed in Peking*
36. When was Christianity most likely introduced to Japan? ➔ *sometime during the 8th and 9th centuries*

Timeline and Map Activities

- 📍 Changwu, China ⑩; Peking (Beijing), China ⑪ (map 2)

Chapter 8

Questions and Comments

37. The Church of the East seems to have escaped many of the theological disputes of the West. What kinds of disputes are we talking about? ➔ *the arguments over Arianism; Modalism; Manichaeism; Pelagianism; Donatism; etc.*
38. Does the fact that the church did not argue about these things: does that fact mean it was or became a stronger or better church? Why or why not? In what ways may it have been stronger or weaker?
39. Draw a square on a map to indicate the area over which the Gospel extended in Siberia before the Mongols were overthrown.
40. What do we learn from the gravestones discovered at the cemeteries in Kyrgyzstan in the late 1800s? ➔ *there were people there from many nations, which implies communication and fellowship between the Christians of Central Asia and the Far East; the churches had good schools; the churches had honored leaders; the churches were a force in their communities; clergymen were allowed to marry and have families; the people lived rich Christian lives*

Timeline and Map Activities

- 📍 "Lake Issyk-kul" in Kyrgyzstan ⑫ (map 2)

Chapter 9

Vocabulary Development

As time went on, the attitude of the **Caliphs** (Muslim rulers) ... *(the civil and religious leader of a Muslim state; a successor of Muhammad)*

These descents of the deity are called **Avatars**. *(the embodiment of a Hindu deity [especially Vishnu] in human or superhuman or animal form)*

... the Brahmins would quote Krishna in the **Gita** ... *(the Bhagavad-Gita; the title of the sacred scriptures of India [source: Dictionary of Philosophy and Religion])*

Questions and Comments

41. What were the three main factors that led to the decline of the Church of the East? ➔ *persecution; deception; compromise*
42. Which of these factors would you consider the most insidious for the church? Why?
43. When and where did the Muslims build their first mosque? ➔ *in AD 712; in Bukhara, Uzbekistan*
44. What is the Asoka legend? ➔ *the legend of a great ruler of India who supposedly wrote his edicts more than two centuries before Christ, and who was a missionary for Buddhism to many countries*
45. Why does the Asoka legend even matter in a book about the Church of the East?
46. What are the Avatars of Vishnu?³ ➔ *various physical appearances of "the deity"*
47. What is the Krishna legend? ➔ *the story of an ascended deity who is equated with Christ*
48. What are some similarities between Krishna and Christ? ➔ *both born when their parents traveled to another city to pay their taxes; both born in a manger; both threatened at birth by a massacre of small children; both had the power to heal and to raise the dead; the power to forgive sin*
49. What does the author suggest concerning a source of the Krishna legend?
50. In speaking of the growth of the spirit of compromise in the Church of the East, the author says, "Perhaps

3. Vishnu, pronounced VIHSH noo, is one of the two main gods of Hinduism. The other is Shiva. Vishnu has a kindly nature, and Hindus call him the Preserver. They believe he tries to ensure the welfare of humanity.

Vishnu sometimes descends from heaven to the earth in one of his avatars (physical forms). He does so when a catastrophe faces the universe or if humanity needs comfort and guidance. According to Hindu belief, Vishnu has already appeared in nine principal avatars. The two most important ones were as the Indian prince Rama and the god Krishna.... Hindus believe that Vishnu will return to the earth someday to destroy all evil and begin a new Golden Age of humanity.

—Worldbook Encyclopedia, 2001 Electronic ed.; Contributor: Charles S. J. White, Ph.D., Professor Emeritus of Philosophy and Religion, The American University

there was no formal departure from fundamental doctrines, but rather less emphasis placed on them than their importance demanded." Give some thought to this. Can you think of anything in today's church that demonstrates this same spirit of compromise through neglect?

Timeline and Map Activities

🌐 Delhi, India 13; Bukhara, Uzbekistan 14 (map 2)

Chapter 10

Vocabulary Development

The word "**ogre**" ... is derived from the Tartar tribe of Uigurs. *(a giant or monster in legends or a person who is felt to be particularly cruel or brutish [source: The Church of the East])*

Questions and Comments

51. Holzmann points out that the Church of the East in Mongolia was not able to resist the Mongol persecutions because it became tolerant of other sects, no longer maintained its high ideals, and lost its missionary zeal. How would each of these factors weaken a church?
52. If the Mongols were not antagonistic toward Christians, as Holzmann suggests, how did they negatively impact the Church of the East? ➔ *their general invasions and persecutions, although not specifically directed at Christians, directly impacted the Christians simply because they were part of the general populace*
53. Who was the most outstanding figure among the invading Mongols? ➔ *Genghis Khan*
54. What is your reaction when you read of such indiscriminate and wholesale slaughter of humans as took place at the hands of the Mongol leaders?
55. What phrase did Genghis Khan use to refer to himself? ➔ *the Scourge of God*
56. What do you take that to mean? Can you think of any current leaders in the world who might think of themselves in similar terms?
57. Who was Tamerlane? ➔ *a Mongol leader and Sunni Muslim bitterly opposed to everything Christian*
58. What was his ultimate goal? ➔ *to conquer the world and establish a world monarchy*
59. How did his campaign impact the Church of the East? ➔ *he devastated it, almost to the point of annihilation*
60. In this chapter, the author suggests the invading Mongols was a significant factor in the decline of the Church of the East. However, in other times and places the church has survived persecutions. Indeed, didn't we just read how the Church of the East suffered worse

persecutions than the Church of the West? And both churches grew despite persecution. So what was different this time? What do you think was the underlying reason for the decline of the Church of the East? ➔ *the author suggests that the decline in missionary fervor lay at the root; the Christians were “Christian in name only”*

61. Do you see any lessons that the church as a whole today should learn? How about lessons that your church—either locally or as a denomination—should learn? How about lessons that you should learn?

Chapters 11 & 12

Vocabulary Development

... the Hindu Bhagavad Gita itself, which has the first mention of **bhakti**. (*faith in the sense of absolute devotion to a personal God, not simply belief [source: The Church of the East]*)

Questions and Comments

62. Although the Church of the East was all but exterminated from central and northern Asia, Saeki believes its influence can still be seen in China, Japan, and Burma. In what way can Christian influence be seen in the teachings of the Chin-tan-chiao society? ➔ *the greatest of the immortals in their teaching is similar to Christ; the liturgy resembles that of the Church of the East; the teaching of bhakti—faith in a personal God; teaching about the creation, the fall, and redemption*
63. According to the author, what is the “fatal defect” of the Chin-tan-chiao society’s system of belief? ➔ *it makes no reference to the cross, the atonement, or the resurrection of Christ*
64. What do you think? Are those matters essential to the truthfulness and genuineness of any religion?
65. The author calls the Church of the East “the most missions-minded church the world has ever seen.” From what you’ve read about the Church of the East, do you agree with his assessment? Why or why not?
66. The author says the history of the Church of the East should be an incentive to us today to remain loyal to Christ and devoted to His service. Specifically, as you have read about this church, what part of the story is the most encouraging to you in your walk of faith?

Timeline and Map Activities

- 📌 Draw an outline or two that shows the progress of the Church of the East mentioned in the second paragraph on p. 91 of your book.

Appendices A & B

Questions and Comments

67. What factors separated the Church of the East from the Church of the West, and how did each factor contrib-

ute to the separation? ➔ **geography**—*great distance and the Syrian desert made communication difficult; language*—*the West used Greek, the East used Aramaic; politics*—*Rome [the West] and Persia [the East] were frequently at war; church councils*—*the East and West had their own separate councils [i.e.—Seleucia in AD 315 in the East, Nicea in 325 in the West]; doctrinal differences* over the nature of Christ—*each believed the other to be in error*

68. What Bible is used by the Church of the East? ➔ *the Peshitta (or Peshitto)—the Syriac version⁴*

Appendix C

Vocabulary Development

Before Communion, the priest reads the **Khosaya** ... (*absolution, rite in which the priest asks God to forgive the people’s sins [source: The Church of the East]*)

Questions and Comments

69. What are the three major divisions of leadership in the Church of the East? ➔ **patriarch**—*head of the church and the community, performs spiritual rites and is the chief religious, financial, and legal advisor; priest*—*preaches, conducts worship services; deacon*—*church caretaker, worship service assistant*
70. What is the most important part of the Church of the East’s church building? ➔ *the kanki—the “holy of holies”—not accessible to the members in general, but only to the priests and deacons*
71. Describe the Jayasa. What is the spiritual significance of the Jayasa? ➔ *it demonstrates that Christ has removed the barriers between God and man*

Appendix D

Vocabulary Development

... as a safer one he suggested the term **Christotokos** (*mother of Christ*)

... at least refusing to give to Mary the title **Theotokos** ... (*mother of God*)

... the question as to whether Mary was to be called ... or **anthropotokos** ... (*mother of man*)

He who was born could not be **homoousios** ... (*one divine substance*)

We come upon similar difficulties when we translate words like ... **prosopon** (usually translated “person,” but also possibly meaning appearance)

4. For information on the Syriac Peshitta see www.peshitta.org. By the way, this is a most fascinating website with interesting links to equally fascinating websites....

Questions and Comments

72. After reading this appendix, how would you answer the opening question, “Was Nestorius a heretic?” Do you think he would be considered a heretic today for exploring the theology of Christ’s nature? Why or why not?
73. According to Fr. John Laux, what was the watchword for the Nestorians (Church of the East) in the controversy over the nature of Christ? ➔ *Christotokos*
74. What was the watchword for the Catholics? ➔ *Theotokos*
75. What is the theological difference in the two terms? ➔ *whether Mary gave birth to a human called Christ in whom God dwelt (Christotokos), or whether she gave birth to God in the form of human flesh (Theotokos)*
76. Why would this difference matter?
77. Although Nestorius was condemned as a heretic, what was his attitude about the use of the term Theotokos? ➔ *he said he would tolerate the use of the term; he was concerned that he did not want to make a goddess out of Mary*
78. What is your reaction to the “anathemas” exchanged between Cyril and Nestorius? Do you think it is possible to have serious theological disagreements in the church without condemnation of one another?
79. **Digging Deeper:** I like to think of these matters in terms of the question, “What theological hill am I willing to defend to the death?” Or perhaps of greater importance, “What theological hill is worth killing you for (spiritually at least, if not physically)?” Both Cyril and Nestorius (and their supporters) believed the nature of Christ was one of those hills worth dying and killing for, so they were willing to anathematize (condemn) each other. I want to offer the thought that there ought to be very few such hills and they ought to be the beliefs upon which the very existence of Christianity rests. Beyond these, we ought to be able to explore, question, investigate, and even disagree without condemnation. What do you think? What issues do you believe are absolutely essential to Christian faith? Are there issues that a “regular” believer might be unsure about but that a preacher or leader needs to know and believe “without wavering”? If so, why the distinction?

Is there Hope for Restoration of Relations Between East and West?

Dr. J. F. Coakley, senior lecturer in the Department of Near Eastern Languages and Civilization at Harvard University, writes,

William Ainger Wigram (1873–1953), was the most energetic worker of his day in the cause of theological understanding between the Church of the East and the churches of the west. Wigram proposed that

some formula of belief should be found to which both sides could assent. This would be more positive and definite than arguments about what false doctrine the Assyrians did not believe. Wigram’s choice (among several which he discussed with the Patriarch and other leaders) was the so-called *Formulary of Reunion* of 433 between the bishops of Antioch and Alexandria. This opened with the words: “We confess our Lord Jesus Christ, the Son of God, the only begotten, perfect God and perfect man, of a rational soul and a body; begotten of his Father according to his Godhead before the ages, but in the last days, for us and for our salvation, of the Virgin Mary; consubstantial with the Father as touching his Godhead and consubstantial with us as touching his manhood; for there was a union of the two natures; therefore we confess one Christ, one Son, one Lord.” ...

Wigram had a proposal too on the matter of schism. More than in doctrinal disagreement, schism lived on in the anathemas attached to various figures on each side—that is, on the one side, Nestorius and two other Greek fathers condemned in the west but venerated by the Church of the East, and on the other of Cyril of Alexandria who was canonized in the west and repudiated by the Church of the East. Wigram’s remarks on this subject, expressed in his usual lively style, are to be found in a little book ... entitled *The Doctrinal Position of the Assyrian Church*, published in 1908. I quote here from pp. 58–9: “I would urge that the line most worthy of the Church of England is that expressed in the words ‘doctrine, not men.’ All of these men have passed beyond human judgment, to where they may have learnt how incomplete were even their highest conceptions of the Divine. They, we may trust, have made up their personal quarrels. . . . If we can agree on a Form of Words expressing the truth which all desire to honor, [would it be impossible for us] to agree also that both sides shall drop all personal anathemas, and that each shall be permitted to honor whom they will—the names so honored being symbols of different doctrines in the mouths of their different users?”

The present document has taken up this question of Wigram’s too, and happily given the answer: *No, it would not be impossible.* (Found at www.cired.org/faith/concern.html on 13 July 2002.)

Questions and Comments

80. It appears that Wigram had both a *heart attitude* and a *method* that offers potential hope concerning restoration of relationship among not only Eastern and Western Christians, but, perhaps, all true disciples of Jesus Christ.—What is your sense? What *attitude* does he express? What *method* does he follow? Are his attitude and method valid from a biblical perspective? Why or why not?

Note: There is a wealth of information about the Church of the East online, including information on the Church of the East in our present time 📖. ■

The Church of the East—Map 1

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The Church of the East—Map 2



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History of God's Kingdom

Parent Literature Guide

Parent Study Guide

This Parent Study Guide contains everything a parent or instructor needs to successfully use this curriculum in conjunction with the corresponding Student Study Guide such as questions and answers (formerly "Answer Keys"), maps with answers, vocabulary definitions, book summaries, and literature analysis. If you are a student, please turn to the corresponding Student Study Guide.

How to Use This Guide

For each book covered in the Literature Study Guide, you will find most, if not all, of the following features:

Cultural Literacy terms: We define the historical or cultural words in the book. We list these terms directly below the chapter heading in **bold** letters followed by the definition

Example:

Mangroves: tropical evergreen trees or bushes that usually grow along the coast.

Vocabulary Development: We study vocabulary words within the books we read. We pull unusual words and present them in context. Read the **bold italic** word, attempt to define it, and check our answer key for reinforcement. We list vocabulary words directly below the Cultural Literacy terms and provide definitions in the Parent Guide.

Example:

... Night came down quickly over the **equatorial** forest ...

Notes/Questions: We provide comprehension questions next. If the question has a ➡ after it, we provide an answer in the Parent Guide. We do not provide answers for questions we expect you to ponder on.

Example:

Why does Amos not free himself from bonds while still in Africa? ➡

In addition to these features, you will also notice that the Literature Study Guide provides a concentrated focus on literary analysis. For nearly every book covered in the Literature Study Guide, you will find introductory and review notes that highlight the following literary analysis concepts: setting, characters, point of view, conflict, and theme.

As you begin each new book, read the Overview and the introductory notes on these concepts. These notes will help guide your reading and analysis of the book. Then, when you're finished with the book, be sure to read through the Review notes/questions. You may be tempted to pay less attention to these final notes/questions since you'll be finished with the book, but we urge you to give them just as much thought as you do those in the introductory section. Trust us: You will strengthen your understanding of these concepts if you revisit them in the context of having read the entire book.

By repeating this process with each book, you will be learning how to consistently and accurately analyze the books you read for key literary concepts. One last note: Before you begin the first book on the schedule, read through the Literary Analysis Overview found in Section Three: Appendices. It will give you a broad overview of the literary analysis concepts we'll focus on throughout the program.

One final note about geography: We provide timeline suggestions or map points for the books covered in the Literature Study Guide. Instead we discuss these items for each book in the context of the literary analysis concept of setting.

For many books, we will urge you to look up certain places on a map to familiarize yourself with their location before you begin to read. For other more minor locations we will simply provide a definition or description. You should feel free, though, to approach the concepts of geography and/or setting in whatever way you are most comfortable. If your children wish to look up every location and plot it on a Map, go for it! ■



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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 Brown—The Secret Garden—The Queer Feet

Cultural Literacy

Edgar Allan Poe: 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: major river in the northern part of France which runs through Paris.

Garter: 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.

Vocabulary Development

... not to be divulged, as being **occult** in its character ...
(having supernatural influences)

‘Why, kind of **esoteric**,’ replied the other. ‘I can tell you ...
(not publicly disclosed; confidential)

... a **choleric** old man with a russet face like an apple ...
(bad-tempered)

... black-eyed and **opulent**, and with her two daughters ...
(having great wealth)

... wrinkles which are the penalty of **superciliousness** ...
(display of arrogance)

... lower lip that threw up that otherwise **infantile visage** ...
(**Infantile:** immature; childish; **visage:** facial expression)

... this ‘progressive’ **logomachy** had reached a crisis of ...
(a conversational dispute)

... white, scornful face, which was a second **enigma** ...
(a puzzle)

... once **virulent** and vague. The blue-and-silver garden ...
(hostile)

... his eye was the iron eye of a judge at **assize** ...
(a session of court)

... of murdered husbands and poisonous **paramours** ...
(adulterous persons [wives in this case])

... The instant the **factotum** had closed the door ...
(a servant who performs a variety of jobs)

But there is a **hiatus** still. Lord Galloway, I understand ... (a gap in time)

... I found many cuts across the **truncated** section ... (cut off)

... Heaven!' cried O'Brien. 'Is Brayne a **monomaniac**? ... (extreme concentration or enthusiasm for one subject or idea)

'There are American **vendettas**,' said the priest ... (blood feuds)

... from the **sanguinary** sketch lying on Valentin's table ... (consisting of blood)

... into the impoverished and **pugnacious** Church of ... (aggressive)

... such as can only exist in an **oligarchical** society ... (governed by a few persons)

In the heart of a **plutocracy** tradesmen become ... (government controlled by the wealthy)

... a very aged rioter and **demagogue** who breaks into ... (a leader who has gained his power by appealing to the emotions and prejudices of the common people)

... guests were at dinner, and his office was a **sinecure** ... (a position that provides a salary for little or no work)

... though evening was closing in somewhat **luridly** ... (ghastly pale in appearance)

... like a **cataleptic**, turned round and ran madly out of ... (inability to physically move a limb)

... seemed rather to like the **saturnine candour** of the ... (**saturnine**: melancholy; **candor**: frankness)

... there are the **rococo excrescences**—yourselves, let ... (**rococo**: complicated; **excrescences**: unwanted parts)

... colonel, eyeing him with a certain **sardonic** approval ... (scornful)

Questions and Comments

1. In "The Secret of Father Brown," Father Brown notes that "[i]f you try to talk about a truth that's merely moral, people always think it's merely metaphorical." What does he mean? Have you noticed this in your life? A tendency to treat spiritual things as less "real" than other more concrete topics?
2. In "The Secret Garden" find five short, vivid, creative descriptions, no more than several words each, such as the French freethinkers who "make mercy even colder than justice," or the "sharp moon was fighting with the flying rags and tatters of a storm."
3. Chesterton ends "The Secret Garden" with Valentin's death, on whose face was "more than the pride of Cato." 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

4. In "The Queer Feet," Father Brown finds it odd that "a thief and a vagabond should repent, when so many who are rich and secure remain hard and frivolous, and without fruit for God or man." 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*
5. What is the "indispensable mark" of all crimes? ➔ *the center is simple, though the fulfillment may be complicated*

The Invisible Man—The Wrong Shape

Cultural Literacy

Whitsuntide: also called Whit Week; the week celebrating Pentecost, the descension of the Holy Spirit on the Apostles.

Whit Sunday: the day of Pentecost; the beginning of Whitsuntide.

Virgil: Publius Vergilius Maro was a Latin poet who wrote *Aeneid*.

Fakir: Muslim or Hindu holy man who is committed to work or begs to make his living.

Roi des Apaches: French for king of the thugs or ruffians.

puggarees: scarf wrapped around a hat.

mitres: headbands; turbans.

Vocabulary Development

... showed substantially the same **serried** interior; the ... (crowded)

... and crushed into all that **acephalous** clockwork ... (lacking a head)

... who again **asseverated** that he had let no intruder ... (seriously declared)

... I'm afraid you'll think it so **prosy**. We always begin ... (dull; commonplace)

... into the country a sort of **attenuated** and interrupted ... (small)

... permitted the **omnipresent** Asiatic to make his exit ... (present everywhere at one time)

... **inane** Atkinson was still hanging about, humming ... (complacently foolish)

Questions and Comments

6. 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

7. 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*
8. Do you need greater accuracy of speech, or can you continue on with impunity when you speak about invisible people?
9. 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

Cultural Literacy

Mohocks: also called the "bloods"; a gang of young gentlemen who attacked men and women in London after dark.

Queen Anne: Queen of Great Britain and Ireland during the early 18th century.

Mashers: men who attempt to force themselves on women.

Queen Victoria: Queen of Great Britain and Ireland and Empress of India during the 1800s and the first two years of the 1900s.

Presbyterian: Protestant church; follows Calvinistic doctrine.

Puritan: member of a group of Protestants which began in England; strongly believed in the supreme authority of God regarding human affairs.

Nelson Column: known as Nelson's Column; a monument commemorating Admiral Horatio Nelson; located in Trafalgar Square in London.

Apollo: Greek god of music and prophecy; usually depicted as a handsome young man.

Sennacherib: Assyrian king who attempted to lay siege on Jerusalem; he mocked God and King Hezekiah of Judah; God destroyed Sennacherib's army; see 2 Chronicles 32.

Gothic: referring to Gothic architecture which was used during the medieval period; Gothic architecture is not

related to the European Goths, but represents any of the European styles of architecture used in cathedrals and churches.

Titan: one possessing enormous size and strength.

Scarborough: town in North Yorkshire, England.

Davenport Brothers: Ira Erastus Davenport and William Henry Davenport were American magicians in the late 1800s.

Royal Academy: art institution founded in 1768 in London.

Velázquez: Spanish painter in the court of King Philip IV during the 1600s.

Chaucer: Geoffrey Chaucer was a British author, philosopher; the *Canterbury Tales* is his well-known work of short stories.

Euclid: known as Euclid of Alexandria; he was a Greek mathematician who wrote the textbook *Elements*.

Nelson: Viscount Horatio Nelson was a British admiral during the late 18th century; he is Britain's most famous naval hero for his accomplishments in the French Revolutionary Wars and the Napoleonic Wars.

Midsummer Night's Dream: Shakespearean romantic comedy about a wedding celebration between Duke Theseus of Athens and the Amazonian Hippolyta; the love entanglement of Lysander, Demetrius, Hermia, and Helena; and King Oberon of the Fairies and his wife, Titania.

Oberon: king of the Fairies.

Titania: estranged wife of Oberon.

Hedonists: people who believe that an act is right or wrong depending on the affect of happiness or pain on the larger population.

Napoleonic campaign: one of the wars fought during the reign of Napoleon Bonaparte.

Charing Cross: district in the City of Westminster, London.

The Strand: famous London road which runs along the River Thames.

Prime Minister: head of government in the United Kingdom; the chief advisor to the monarchy.

Archbishop of Canterbury: leading clergyman of the Church of England; the first Archbishop of Canterbury was St. Augustine.

curate: cleric of a parish.

Vocabulary Development

... and their **pennon** had actually seen Palestine ... (*a banner*)

... suppose that such houses stand high in **chivalric** ... (*qualities associated with knighthood, such as bravery, honor, and courtesy toward women*)

He would have looked merely blond and **leonine** ... (*characteristic of a lion*)

... while the man's practical piety was **indubitable** ... (*unquestionable*)

... but in peculiar places, in the **crypts** or gallery, or even ... (*underground chambers used for burial*)

... brother hail him with a sort of **avuncular jocularity** ... (**avuncular**: characteristic of an uncle; **jocularity**: inclination to joking)

... said the cobbler in **officious** excitement. 'They've got ... (*eagerness to assist*)

... and he went on in a **febrile** and feminine agitation ... (*characteristic of a fever*)

'Those **popish** priests are **deucedly** sly.' 'No, no,' said ... (**popish**: relating to the Roman Catholic Church; **deucedly**: excessively)

... bearded with old **fungoids** and stained with the nests ... (*fungi*)

... in air amid the gyrating wings of colossal **genii** ... (*the plural form of genius*)

... something of the monotony of a blue-green **dado** ... (*the lower part of an interior wall*)

A **tantalus** containing three kinds of spirit, all of a ... (*a locked case for storing bottles of wine*)

... hand could show of English and foreign **physiologists** ... (*persons who study the biology of living organisms*)

The umbrella was a black and **prosaic** bundle long ... (*dull*)

... monsters like crakens or **cuttlefish**, writhing **polypi** ... (**cuttlefish**: squidlike mollusk that ejects dark inky fluid when in dangerous situations; **polypi**: a type of sea coral)

Then he turned his own rather **fatuous** face to the ... (*foolish*)

... Father Brown shook his head with **ineffable** mildness ... (*indescribable*)

... to the project of **bimetallism** for Greater Britain ... (*a monetary standard of using two metals*)

... and of more than theatrical **thews** and muscles ... (*well-developed sinews or tendons*)

... the British officer, was **pachydermatous** to ideas ... (*being thick-skinned*)

... the Press was paralyzed into **probity** and accuracy ... (*confirmed integrity*)

... sharply whenever that proud **pontiff** tried to explain ... (*the bishop of the Roman Catholic Church*)

... yes or no, and tell the plain facts without any **jesuitry** ... (*intrigue*)

Questions and Comments

Father Brown claims in "The Hammer of God" that mountaintop prayers may be dangerous. Why? ➔ *if one looks down on the world, fellow man seems small and insignificant, one may forget the horrors and darkness of the soul; prayers and actions are best taken among sinful men, where one remembers to ask for grace*

10. Do you agree with him? Have you experienced this?
11. Chesterton remarks in "The Hammer of God" that "no man is such a legalist as the good Secularist." What do you think he means? Do you agree?
12. In "The Hammer of God," what do you think of the outcome? Is justice served on all sides?
13. How do Dr. Hood's methods differ from Father Brown's? ➔ *Dr. Hood treats the case as Sherlock Holmes would: he minutely observes, then draws what should be intelligent inferences; however, in this case, he considers details but fails to see the whole picture; Father Brown takes in the whole, leaves no question unanswered, and deals more with the psychology of the matter than the scientific*
14. What might be Chesterton's purpose for writing "The Man in the Passage"? ➔ *an injunction against vanity, a warning to wives to be true to their husbands, a warning to husbands to not worship their wives, a study in the absurdity of humanity*

The Mistake of the Machine—The Purple Wig—The Arrow of Heaven

Cultural Literacy

Third Degree: the level of Master Mason in the Freemason organization.

Harvey: William Harvey, a medical doctor, offered a detailed description of the circulatory system pumping blood throughout the body.

Tory: member of the Tory party, which is the present day UK Conservative Party.

James I: James I of England and James VI of Scotland; it was rumored that he had homosexual relations.

Cavaliers: Royalist supporters during the English Civil Wars.

King Midas: Greek mythology he was king of Phrygia who was granted his wish of have the ability to turn to gold whatever he touched; Apollo turned his ears to those of a donkey when Midas insulted him.

Robin Hood: legendary folk hero who stole from the rich to give to the poor.

Jack the Ripper: unidentified serial killer who terrorized Whitechapel, London in 1888.

Old Hickory: nickname for Andrew Jackson, the seventh President of the United States.

Holy Grail: mythical cup used by Jesus at the Last Supper.

Central Park: large landscaped park located in Manhattan, New York City.

Jezebel: Queen of Israel in the Old Testament who turned the heart of King Ahab away from God and toward Baal; she had the prophets of God killed; Elijah prophesized that her body would be eaten by dogs; see 1 Kings.

Agag: Amalekite king whose life Saul spared against the order of God; Samuel ordered that Agag be killed and cut in pieces; references found in Judges 1 and 1 Samuel 15:8–33.

St. Sebastian: he was from a wealthy Roman family and served in the Roman army; he was tied to a tree and shot with arrows after being charged as a Christian.

Isis: Egyptian mother goddess of fertility and magic.

Stonehenge: monument from the Neolithic and Bronze Age of large standing stones located in the southern part of England.

Larrikins: hoodlums; rowdy persons.

Cicatrice: scar tissue.

Guttersnipe: person belonging to the lowest class.

Pettifogger: petty lawyer.

Up to the nines: dressed highly elaborately.

Poignard: French for dagger.

Vocabulary Development

... a **cadaverous**, careful-spoken Yankee philosopher ...
(*corpse-like; resembling death*)

... will recall the **Perambulator** Parade Dinner, in which ...
(*a carriage pushed by a person walking*)

... **vociferated** the stranger, striking the table, but ...
(*uttered with intense emotion*)

... with three **ineradicable** mistakes in his mind, and the ...
(*incapable of being uprooted*)

The opening was a sound piece of slashing **invective** ...
(*abusive language*)

... with a **rubicund**, even **apoplectic visage**, but a rather ...
(*rubicund: ruddy; apoplectic: resembling a rush of blood to an organ or tissue; visage: appearance*)

... in very tight grey sleeves and **pantaloons**; he had a ...
(*trousers*)

... the more **saturnine** because his **lantern jaws** were ...
(*saturnine: sullen; lantern jaws: long, thin jaws*)

... has been feared more for a **warlock** than even for a ...
(*a sorcerer or wizard*)

My own mother's family had a **banshee**; and, now I ...
(*a female spirit who wails, foretelling the death of a family member*)

... population; he was the **inscrutable** American ...
(*difficult to understand; mysterious*)

... of the hotel to continue his curious **peregrinations** ...
(*travels, especially on foot*)

'He's a **mystagogue**,' said Father Brown, with innocent ...
(*a person who possesses mystical beliefs*)

Questions and Comments

- What is Father Brown's view of machines, especially those such as lie detectors? ➔ *they are useless, even as superstitious ideas in the Dark Ages were useless; in the case of lie detectors, because man operates them, they are not foolproof, and even as they do not lie, they also do not tell the truth*
- Why does Francis Finn propose his new series of articles? ➔ *he wants to show that not even aristocracy made the aristocrats happy*
- Who is the Unknown God, in Father Brown's opinion? ➔ *Satan; the true God became flesh and dwelt among us, and he has taken fear and horror away so we can bear truth*
- What does Father Brown insist upon at the end of "The Arrow of Heaven"? ➔ *take either vigilante justice or go through the court system, but do either consistently, not as a respecter of persons*

The Oracle of the Dog—The Doom of the Darnaways

Cultural Literacy

Cyclops: giant having one eye in the middle of his forehead.

Dragoon: soldier who travels on horse, as in the calvary, and fights on foot, as in the infantry.

Monte Carlo: the wealthy part of Monaco.

Anubis: the Egyptian god of the underworld; he appeared as a jackal or dog.

Pasht: also spelled Pakhet, Pachet, Pekhet, and Phastet; an Egyptian sun goddess who had the head of a cat.

Bulls of Bashan: see biblical reference in Psalm 22:12–16.

St. Francis: Francis of Assisi; born Giovanni Bernardone; he is the Catholic patron saint of animals and the environment.

Wars of the Roses: the war between the House of Lancaster and the House of York for the throne of England.

Tudor: English architecture of the period of 1485–1603 when the throne belonged to the House of Tudor.

Lady of Shallot: romantic poem written by England's Lord Alfred Tennyson.

Holbein: Hans Holbein the Elder, Ambrosius Holbein, and Hans Holbein the Younger were a father and his two sons who painted during the Renaissance period.

Henry VII: King Henry VII of England from 1485–1509; the first king of the House of Tudor.

Henry VIII: son of Henry VII; he reigned from 1509 until 1547; he is known for having married six times and broke from the Catholic Church and formed the Church of England.

Oedipus: Greek myth he was a king of Thebes who inadvertently married his mother after killing his father.

Vocabulary Development

... guests, the **biped** and the **quadruped**, disappeared ... (**biped**: a two-footed animal; **quadruped**: an animal with four feet)

... seemed almost **bucolic** in his boisterous freshness ... (*rustic; characteristic of the countryside*)

... on the semblance of the tripod of a tragic **pythoness** ... (*a prophetess, especially a priestess of Apollo at Delphi*)

A man isn't fated to fall into the smallest **venial** sin ... (*easily forgiven*)

... as if he felt something **fey** about the young man's ... (*having visionary power*)

... and an old fountain with the figure of a **triton**, green ... (*a merman; the upper body of a man with a fish tail*)

Questions and Comments

19. The author writes at the beginning of "The Oracle of the Dog" that "[t]hose who are quick in talking are not always quick in listening. Sometimes even their brilliancy produces a sort of stupidity." Do you agree? Can you think of any real-life examples? Is there any biblical support for this view? ➡ *perhaps: read the story of Elijah's encounter with God in 1 Kings 19:11–18; too often the Lord is not in the earthquake, wind, and fire (our talking), but instead we have to listen intently to hear His "still small voice"*
20. What does Father Brown think about animals? ➡ *they act in character, without extra supernatural powers; therefore, do not have irrational superstition*
21. Does the last sentence of the story, "But he had to call the dog twice, for the dog had remained behind quite motionless for a moment, looking up steadily at Father Brown as the wolf looked at St Francis," contradict Father Brown's position? Why or why not?
22. Chesterton creates a unique atmosphere in "The Doom of the Darnaways." Describe the Darnaway dwelling.

23. What do you think of the motives for the murders in the two stories? Do you think they are compelling and realistic or weak and fantastic?

The Mirror of the Magistrate—The Song of the Flying Fish

Cultural Literacy

Bolshevist: mostly known as Bolshevik; a member of political group led by Vladimir Lenin who seized Russian power from Tzar Nicholas II in 1917.

Cain: first son of Adam and Eve who murdered his brother Abel.

Buddha: referring to Siddhartha Gautama, who was a prince in South Asia who gave up a life of power and luxury for a life of learning how to prevail over suffering; founded the religion of Buddhism.

Vocabulary Development

As by some weird whim of diabolical **arabesque** ... (*an intricate, decoratively detailed design of intertwined foliate, floral, and geometrical figures*)

His opinions seemed to be of a **nihilistic** and ... (*a drastic form of disbelief that rejects all existence*)

... asked Sir Arthur, with adamant **jocularity** ... (*characterized by joking*)

... what **epithet** he was looking for, what climax he ... (*a characterizing phrase; expression*)

... a blue baboon, you would say it was only **atavism** ... (*reoccurrence of a trait due to genetic recombination*)

... and you would retort with a burst of **taciturnity** ... (*uncommunicative*)

Questions and Comments

24. Father Brown, in his defense of poet Osric Orm, explains why Orm could easily remain in a garden for two hours, unoccupied. Why? ➡ *he enjoyed the beauty and thought about the lines for his latest poem*
25. Father Brown also says in frustration, "You talk about a man having a jury of his peers. Why don't you have a jury of poets?" What do you think about this statement? Who is a peer? Would this increase justice or decrease it? ➡ *think about various other scenarios: a college student kills a person in a drunk driving accident—should he have only partying college students on his jury? Should Michael Jackson have had only black men, preferably wealthy musicians, on his jury?*

The Vampire of the Village

Cultural Literacy

Byron: George Gordon Noel Byron, the 6th Baron; he was an English poet in the late 1700s to early 1800s; he wrote *Don Juan*.

Tubal: character in Shakespeare's *A Merchant in Venice*; he was one of Shylock's Jewish friends from Venice.

Shylock: main character in Shakespeare's *A Merchant in Venice*; he was a Venician Jewish moneylender who expected Antonio to reimburse the loan with a pound of Antonio's flesh.

Fortinbras: character in Shakespeare's *Hamlet*; he was the Prince of Norway who desired to attack Denmark in order to avenge his father's murder by Hamlet's father.

Polonius: character in *Hamlet*; he was the father of Ophelia and Laertes and was killed by Hamlet.

Anglican: Christian denomination which followed the traditions of the Church of England.

High Churchman: member of the Anglican Church who emphasizes obedience to church authority and devotion to sacraments and rituals.

Low Churchman: member of the Anglican Church whose focus is evangelism.

Vocabulary Development

... a white hat tilted upon black **ambrosial** curls, which ...
(divine)

Two much more **prosaic** and perhaps more practical ...
(straight forward)

... can wipe out one spot on the **escutcheon** of Potter's ...
(a shield or emblem bearing a coat of arms)

... say anything that might seem to **palliate** murderous ...
(extenuate; mitigate)

Questions and Comments

26. What does Father Brown claim all people who lose all their charity also lose? ➔ *all their logic*
27. Do you agree?
28. How does Father Brown know the village parson is a fake? ➔ *the man gets his terms mixed up, since he never researched various church controversies*

Review

Setting

29. What story's setting did you enjoy most? Why? What did the setting add to that story that might have been missing in other stories?

Characters

30. 1. Other than Father Brown, what character fascinated you the most? Why?

Point of View

31. Which story would you most like to hear in the first person, i.e., from Father Brown's personal perspective? What additional insights would you expect to receive?

Conflict

32. Which criminal presents the most difficult conflict for Father Brown? Why?

Theme

33. If you had to come up with a theme for the collection of stories as a whole, what would it be? ➔ *answers will vary: maybe that Father Brown is able to solve crimes because he understands the human heart* ■

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