

History of God's Kingdom

Core 200

Student 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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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 "Pachycephalosaurus" 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					

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.

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! ■







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WEEK 3

SCHEDULE

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
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					

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.

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

Student Bible/Apologetics Guide

Student Study Guide

This Student Study Guide contains everything a student needs to learn more about the topic it covers such as questions relating to specific books, vocabulary words of interest, etc. If you are a parent, please turn to the corresponding Parent 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. ■



The Westminster Shorter Catechism

Question 1

Questions and Suggested Answers (According to the Catechism)

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

Question 2

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

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

Question 3

Questions and Suggested Answers (According to the Catechism)

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

Question 4

1. What is the meaning of the word “spirit”? ➡

2. Define: infinite, eternal, and unchangeable. ➡
3. Why can't we say that God is spirit? ➡
4. Are there other spirits besides God? Explain. ➡
5. To what might we liken a spirit? ➡
6. What does this Catechism answer teach us to deny as respects God? ➡
7. What are the two kinds of attributes belonging to God? ➡
8. Give a brief definition of each. ➡
9. Are the communicable attributes the same in man as in God? Explain. ➡
10. What does the Bible mean when it speaks of God as having hands, feet, etc? ➡
11. What does the Bible mean when it speaks of God repenting? ➡
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. ➡
2. What does "Godhead" mean? ➡
3. What does "substance" mean? ➡
4. What do unitarians believe? What modern cult is unitarian? ➡
5. What do polytheists believe? What modern cult is polytheistic? ➡
6. Is the doctrine of the Trinity easy to understand? If not, then why do we believe it? ➡
7. Cite a text of scripture proving that there is only one God. ➡
8. What four things, which properly belong to God only, also can be proved from scripture to belong to Christ and the Holy Spirit? ➡
9. Give an example of each of these as respects the person of Christ. ➡
10. Give an example of each of these as respects the person of the Holy Ghost. ➡
11. What did "Modalism" teach? What scripture disproves this error? ➡
12. What did "Monarchianism" teach? ➡
13. What scripture could "Monarchianists" try to use to their advantage? ➡

14. What answer could be given against this attempt? ➡
15. Why does Matthew 28:19 require belief in the doctrine of the Trinity? ➡
16. Is the doctrine of the Trinity taught in the Old Testament? Explain. ➡

Question 7

1. What does "decree" mean? And "counsel"? And "foreordained"? ➡
2. What does the plan of God include? ➡
3. What item in figure 6.1 is like the "decrees" of God? ➡
4. What are some of the differences between our human plans and the great plan of God? ➡
5. Who gave God advice when He worked out His plan? Why? ➡
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. ➡
7. When did God make His plan? ➡
8. For what reason did God make His plan? ➡
9. Does this not mean that God is self-centered? If so, why is this not wrong for God, and yet wrong for man? ➡
10. What are the two (common) false inferences often drawn from this doctrine of the "decrees"? ➡
11. Answer both of these false inferences. ➡

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? ➡
2. In figure 7.1, with what is God's work of providence compared? ➡
3. What two things in God's work of creation are not to be compared with the activity of humans? ➡
4. What does the theory of modern science teach as to the origin of the world? ➡
5. Why does this theory "seem" reasonable to unbelieving men? ➡
6. What is the one basic error in this kind of thinking? ➡
7. How much time did it take God to create the world? Explain. ➡
8. How do the miracles of Christ help us to "understand" the creation of the world? ➡

9. Why is it important to believe that when God created the world all things were “very good”? ➡
10. What is the reason that this is so often forgotten? ➡
11. What happens when men forget this? ➡
12. What text of the Bible can be cited to refute the teaching that material things are evil? ➡
13. Be ready to explain orally how the pictures on p. 33 illustrate God’s decree, and His works of creation and providence.

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)? ➡
2. What do theistic evolutionists believe about the origin of man? ➡
3. What reasons can you give for rejecting theistic evolution? ➡
4. Does man have a twofold nature (body and soul)? Prove. ➡
5. Which (body or soul) is the “highest” or best? ➡
6. In figures 8.1, 8.2, and 8.3, what is Shorty doing that illustrates the lesson? ➡
7. In your own words tell briefly what you think a prophet should be. A priest. A king. ➡
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? ➡
9. What other doctrines can better be understood in the light of this lesson? Be ready to explain why, in one instance, in class. ➡

Question 11

1. Why is Shorty able to sleep peacefully in the midst of the storm? ➡
2. Explain figure 9.2 using Psalm 91:7 as the basis. ➡
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? ➡
5. Why must we hold that God controls the “little things” as much as the “big things”? ➡
6. Does God exercise complete control over men even when they do wrong? ➡

7. Does this make God the author of sin? ➡
8. Can we explain this doctrine? Why? ➡
9. Why are we to believe this doctrine? ➡
10. Is there any comfort for the Christian in this doctrine? If so, what? ➡
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

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.

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? ➔
2. How many covenants are there? Name them. ➔
3. Is it satisfactory to say that a covenant "is an agreement between two or more people"? Why? ➔
4. What is the chief danger to avoid in our thinking of the covenant of works? ➔
5. How does figure 10.1 show the covenant of works? ➔
6. What are the reasons for denying that this covenant was "unfair"? ➔
7. How does figure 10.2 prove this? ➔
8. What great mystery is not explained in the Bible? ➔
9. What should we do in the face of this great mystery? ➔
10. Would a person of modernist views say that the story of Adam is "true"? If so, what would he mean? ➔
11. Why is it essential that we believe Genesis 1–3 to be history? ➔

Questions 13–15

1. What were the two alternatives set before Adam? ➔
2. What are the two elements of Adam's freedom of the will? ➔
3. Which of these do we not have? ➔
4. Do modernists believe the story of Adam to be true? Explain. ➔
5. Why do we have to be on guard against modernist teaching about Adam? ➔
6. State the two views of sin that Adam had to choose from. ➔
7. What are the two kinds of (actual) sin? ➔
8. Give an example of each. ➔
9. Why do many people fail to realize that they are guilty sinners? ➔
10. Why is it wrong to say that Adam's sin was a little sin? ➔

11. State some of the reasons for maintaining that Adam's sin was a great sin. ➔

Questions 16–17

Questions and Suggested Answers (According to the Catechism)

1. What does posterity mean? ➔
2. What does "ordinary generation" mean? ➔
3. What facts do Christians and non-Christians have to face? ➔
4. What is the first truth that we must understand concerning this matter? ➔
5. How does figure 12.1 show this? Give a scripture text in support. ➔
6. Are all men born by "ordinary generation"? Explain. ➔
7. What is the second truth we must understand concerning the fall? ➔
8. What complaint does this often bring forth from sinners? ➔
9. What false thought lies behind such complaints? State the true thought. ➔
10. What does creationism teach? What does traducianism teach? ➔
11. Which is preferred? Why? Give some reasons. ➔
12. How does Romans 5:12–21 help us to see blessing in the representative principle? ➔

Question 18

1. Find a phrase in the Catechism that has the same meaning as "total depravity." ➔
2. What facts concerning man's depravity are set forth in Genesis 6:5? ➔
3. What is meant by total in "total depravity"? ➔
4. What do we mean by speaking of the extent of depravity? ➔
5. What do we mean by speaking of the degree of depravity? ➔
6. Which of these properly applies to wicked men in this world? To Satan? ➔
7. Why are wicked men not yet as wicked as they can be? ➔
8. Do wicked men do "good things"? Explain. ➔
9. What is meant by "total inability"? ➔
10. Why do some disbelieve this? ➔

11. What two things do they confuse? What does each of these mean? ➡
12. Can God do anything evil? Why? ➡
13. Is man free to do good? Is man able to do good? Why? ➡
14. Prove from Bible history that unbelievers incline to more and more evil. ➡

Question 19

Questions and Suggested Answers (According to the Catechism)

1. What is the great truth that unbelievers hate to admit? ➡
2. What do they attempt to do because of this hatred? ➡
3. What are the four parts of the misery of man? ➡
4. How can we see that man has lost communion with God? ➡
5. How can we see that man is under God's wrath and curse? ➡
6. What are some of the miseries of this life? ➡
7. What book of the Bible vividly describes man's loss of communion with God? ➡
8. What does this book of the Bible mean by "vanity"? ➡
9. What are some of the ways in which people try to make up for this loss? ➡
10. Do all men experience the same miseries? Explain. ➡
11. What does figure 14.1 teach concerning the misery of man? ➡
12. Do believers as well as unbelievers experience misery? ➡
13. What is the difference between the experience of believers and unbelievers in this life? At death? In the world to come? ➡
14. How do we know there is really a hell? ➡
15. If all men must die, what does the Bible mean by saying that the believer has already passed from death unto life? ➡
16. Does God have a good purpose in the miseries that yet must be experienced by true believers? Explain ➡

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 ...

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.

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

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." ➡
2. Why has God chosen the persons He has chosen? ➡
3. When has God chosen them? ➡

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.

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

4. What are the truths concerning this doctrine shown in figure 15.1? ➡
5. Is this doctrine plainly taught in scripture? If so, where? Give an example. ➡
6. Is unconditional election unfair to those who are not elected? Why? ➡
7. Does election make salvation "automatically certain" for the elect? Why? ➡
8. How are the elect saved? ➡
9. What are some of the things that the elect will certainly do? ➡
10. Why must the elect come to Christ? ➡
11. Can all that want to be saved be saved? Explain. ➡
12. What two great truths does this doctrine help us to see? ➡

Question 21

1. Why is the word "only" so important in this Catechism question? ➡
2. What do "universalists" teach? What movement teaches universalism? ➡
3. What is "dialogue"? What is the purpose of it? ➡
4. Why is Jesus the only Redeemer? ➡
5. How do we know that Jesus Christ is God? ➡
6. Give examples of denials of the deity of Christ. ➡
7. Is it wrong to make (or use) pictures of Christ? Why? ➡
8. In figure 16.1 what does the endless beam represent? What does the other beam represent? ➡
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. ➡
10. What is the false teaching of Roman Catholicism and Lutheranism? Explain. ➡
11. Show that this is false from scripture. ➡
12. How does this phrase, "the Lord Jesus Christ," sum up the teaching of this lesson? Explain. ➡

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? ➡ 2. What are some of the correct points in the Reformed teaching here shown? ➡
3. Is it proper to speak of Mary as the “Mother of God”? Explain. ➡
6. What is the error of the modernists with respect to Christ’s birth? ➡
7. Why was it necessary for Christ to be born of a virgin? ➡
8. Why did the Holy Ghost overshadow Mary? ➡
9. What does “true body” mean? What heresy denied that Christ had this? ➡
10. What is meant by “reasonable soul”? How did early heretics deny this? ➡
11. Prove that Jesus had both a true body and a reasonable soul. ➡
12. Is this doctrine essential for our salvation? Give some reasons. ➡

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. ➡
2. What was the consequence of the fall (as far as these offices are concerned)? ➡
3. What does much of the Old Testament history center about? ➡
4. Were the three offices separate in Abraham’s day? At a later time? ➡
5. Who was the first specially appointed prophet? Priest? King? ➡
6. Were there successors in each of these offices? Were all faithful? ➡
7. What did God accomplish through these Old Testament persons in these offices? ➡
8. To whom did these three lines lead? Prove. ➡

9. When did Christ fulfill these offices? ➡
10. Must a sinner have Christ in all three offices to be saved? Why? ➡
11. What are the marks of a true Church? Why are these necessary? ➡

Question 24

Vocabulary Development

... the Reformed doctrine of **limited atonement** which is one of the most often misunderstood ...

One is the view that we may call **absolute universalism**.

The one may be called **conditional universalism**.

The true doctrine, then, is the doctrine of **particularism**.

Note: If you want to continue with the rest of the lesson, that is fine; however, I believe Williamson engages in an awful lot of unsubstantiated speculation (about apostles and prophets having become extinct when the Bible was completed; about the idea that the belief in “Holy Tradition” is a characteristic of false religion, etc.) I cannot answer all the difficulties Williamson creates. I do try to deal a bit with his (and the Reformers’) idea of scripture alone as our rule of faith and practice.

Williamson, I believe, would be hard-pressed to prove from scripture his assertion that Christ “now speaks to His Church through the Bible alone” (p. 102) and that some church offices “such as apostles and prophets” were temporary.

Scott Hahn, a former evangelical Presbyterian minister and seminary professor now converted to Catholicism, writes about a class he was teaching while still a devout Presbyterian:

One of my better students ... posed a whopper-stopper question I’d never heard before.

He said, “Professor Hahn, ... where does the Bible teach that ‘Scripture alone’ is our sole authority?”

... I said, “First, we would go to Matthew 5:17 [‘Do not think that I have come to abolish the Law or the Prophets; I have not come to abolish them but to fulfill them’]. Then we would look at 2 Timothy 3:16–17, ‘All Scripture is inspired by God and profitable for teaching, for reproof, for correction and for training in righteousness that the man of God may be complete, equipped for every good work.’ And we’d look at what Jesus says about tradition in Matthew 15.”

His response was penetrating. “But Professor, Jesus wasn’t condemning all tradition in Matthew 15 but rather corrupt tradition. When 2 Timothy 3:16 says ‘all Scripture,’ it doesn’t say that ‘only Scripture’ is profitable. Prayer, evangelizing and many other things are also essential. And what about 2 Thessalonians 2:15? ... Paul tells the Thessalonians, ‘So then, brethren, stand firm and hold to the traditions which you were taught by us, either by word of mouth or by letter.’”¹⁰

10. Scott & Kimberly Hahn, *Rome Sweet Home* (San Francisco, CA: Ignatius Press, 1993), pp. 51–53.

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History of God's Kingdom

Student History and Biographies Guide

Student Study Guide

This Student Study Guide contains everything a student needs to learn more about the topic it covers such as questions relating to specific books, vocabulary words of interest, etc. If you are a parent, please turn to the corresponding Parent Study Guide.

How to Use This Guide

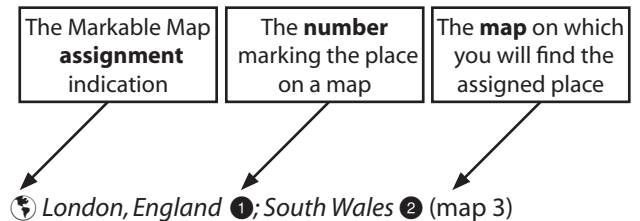
The **notes** in this guide are meant to highlight the main ideas covered in the books you're reading. As you work through the assigned reading, we recommend that you use the notes and questions in this Study Guide to confirm comprehension, enhance understanding, and increase retention. The process of 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 noting the event 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.

Sonlight's geography program weaves throughout the year with assignments from many books 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 you can note each location on the maps in this 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. ■



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? ➡

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 ...

... with the consent of the other metropolitans, assumed the title of **Catholicos**.

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

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? ➡
3. What was the geographical area covered by the church in Asia by 225? ➡
4. Look at a map and identify the modern countries that general area includes. ➡
5. Where did the *Church of the East* first establish its headquarters? ➡
6. What was the central interest of the Christians in the monasteries of Persia? ➡
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 Hol-

zmann states, "Christian monasticism began in Egypt." Why was monasticism so important to the work of the Church of the East? ➡

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)**
- 📍 *Aleppo in Syria; Kurdistan; Persian Gulf; Turkey; Syria; Iraq; Iran; Armenia; Seleucia; Adiabene (map 1)*

Chapter 2

Vocabulary Development

... The **firman** released all the racial hatred and fanaticism ...

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? ➡
10. How did Sapor II unleash persecution against the Christians? ➡
11. What two customs and practices of the Christians offended the Persians? ➡
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**.

He had an immense **pyre** prepared ...

... to receive the revelations which form the **Koran**.

Questions and Comments

14. According to tradition, who was the first to preach the Gospel in South Arabia? ➡
15. What is the significance of the fact that there was a bishopric in Qatar in AD 225? ➡

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? ➡
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)? ➡
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? ➡
20. What was the tragic effect on Christianity of Muhammad's rise to power? ➡

Timeline and Map Activities

🕒 The beginning of the Muslim era (AD 622)

🗺️ *Arabian peninsula; Qatar; Zafar; Najran* (map 1)

Chapter 4

Questions and Comments

21. What was the "golden age" of the Eastern Church missions in central Asia? ➡
22. In what practical ways did the "missionaries" enter the Asian cultures with the Gospel? ➡
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? ➡

Chapter 5

Vocabulary Development

... had **auricular confession** and solitary masses which were among the most valued ...

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.

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. ➡
26. According to *The Church of the East*, what distinguished the Christians of Southwest India? ➡
27. What contributed to the decline of the church in Southwest India? ➡
28. What was the result of the attempts of the Portuguese and Jesuits to convert the Syrian church of Southeast India 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)? ➡

Timeline and Map Activities

🗺️ *Western Ghats; Madras, India* (map 2)

Chapter 6

Questions and Comments

31. As far as can be known, when did Christianity spread to "Further Asia"? ➡
32. Who was John Prester? ➡
33. As far as we know, what was Genghis Khan's attitude toward Christianity? ➡

Timeline and Map Activities

🗺️ *"Further Asia" (Uzbekistan; Kazakhstan; Mongolia; Siberia); Samarkand, Uzbekistan; Kashi, China; Karakoram* (map 2)

Chapter 7

Vocabulary Development

One writer states that the Nestorians in **Cathay** numbered more than ...

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? ➡

35. What evidence do we have of a powerful community of Nestorians in Beijing/Peking in the late 1200s? ➡
36. When was Christianity most likely introduced to Japan? ➡

Timeline and Map Activities

📍 *Changwu, China; Peking (Beijing), China* (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? ➡
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? ➡

Timeline and Map Activities

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

Chapter 9

Vocabulary Development

As time went on, the attitude of the **Caliphs** (Muslim rulers) ...

These descents of the deity are called **Avatars**.

... the Brahmins would quote Krishna in the **Gita** ...

Questions and Comments

41. What were the three main factors that led to the decline of the Church of the East? ➡
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? ➡
44. What is the Asoka legend? ➡
45. Why does the Asoka legend even matter in a book about the Church of the East?
46. What are the Avatars of Vishnu?² ➡

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

47. What is the Krishna legend? ➡
48. What are some similarities between Krishna and Christ? ➡
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 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; Bukhara, Uzbekistan* (map 2)

Chapter 10

Vocabulary Development

The word "**ogre**" ... is derived from the Tartar tribe of Uigurs.

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? ➡
53. Who was the most outstanding figure among the invading Mongols? ➡
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? ➡
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? ➡
58. What was his ultimate goal? ➡

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

59. How did his campaign impact the Church of the East? ➔
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? ➔
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**.

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? ➔
63. According to the author, what is the "fatal defect" of the Chin-tan-chiao society's system of belief? ➔
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 contribute to the separation? ➔
68. What Bible is used by the Church of the East? ➔

Appendix C

Vocabulary Development

Before Communion, the priest reads the **Khosaya** ...

Questions and Comments

69. What are the three major divisions of leadership in the Church of the East? ➔
70. What is the most important part of the Church of the East's church building? ➔
71. Describe the Jayasa. What is the spiritual significance of the Jayasa? ➔

Appendix D

Vocabulary Development

... as a safer one he suggested the term **Christotokos**

... at least refusing to give to Mary the title **Theotokos** ...

... the question as to whether Mary was to be called ... or **anthropotokos** ...

He who was born could not be **homoousios** ...

We come upon similar difficulties when we translate words like ... **prosopon**

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? ➔
74. What was the watchword for the Catholics? ➔
75. What is the theological difference in the two terms? ➔
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? ➔
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

Student Literature Guide

Student Study Guide

This Student Study Guide contains everything a student needs to learn more about the topic it covers such as questions relating to specific books, vocabulary words of interest, etc. If you are a parent, please turn to the corresponding Parent 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! ■



The Best of Father Brown

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

Setting

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

Characters

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

Point of View

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

Conflict

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

Theme

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

The Secret of Father Brow—The Secret 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 ...
 ‘Why, kind of **esoteric**,’ replied the other. ‘I can tell you ...
 ... a **choleric** old man with a russet face like an apple ...
 ... black-eyed and **opulent**, and with her two daughters ...
 ... wrinkles which are the penalty of **superciliousness** ...
 ... lower lip that threw up that otherwise **infantile visage** ...
 ... this ‘progressive’ **logomachy** had reached a crisis of ...
 ... white, scornful face, which was a second **enigma** ...
 ... once **virulent** and vague. The blue-and-silver garden ...
 ... his eye was the iron eye of a judge at **assize** ...
 ... of murdered husbands and poisonous **paramours** ...
 ... The instant the **factotum** had closed the door ...
 But there is a **hiatus** still. Lord Galloway, I understand ...
 ... I found many cuts across the **truncated** section ...
 ... Heaven!’ cried O’Brien. ‘Is Brayne a **monomaniac**? ...
 ‘There are American **vendettas**,’ said the priest ...
 ... from the **sanguinary** sketch lying on Valentin’s table ...
 ... into the impoverished and **pugnacious** Church of ...
 ... such as can only exist in an **oligarchical** society ...
 In the heart of a **plutocracy** tradesmen become ...
 ... a very aged rioter and **demagogue** who breaks into ...
 ... guests were at dinner, and his office was a **sinecure** ...
 ... though evening was closing in somewhat **luridly** ...
 ... like a **cataleptic**, turned round and ran madly out of ...
 ... seemed rather to like the **saturnine candour** of the ...

... there are the **rococo excrescences**—yourselves, let ...
... colonel, eyeing him with a certain **sardonic** approval ...

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? ➡
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? ➡
5. What is the “indispensable mark” of all crimes? ➡

The Invisible Ma—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 ...
... and crushed into all that **acephalous** clockwork ...
... who again **asseverated** that he had let no intruder ...
... I’m afraid you’ll think it so **prosy**. We always begin ...
... into the country a sort of **attenuated** and interrupted ...

... permitted the **omnipresent** Asiatic to make his exit ...
... **inane** Atkinson was still hanging about, humming ...

Questions and Comments

6. Why is Welkin able to remain invisible? ➡
7. Think of two examples from your own life that prove Father Brown’s point. ➡
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? ➡

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 ...

... suppose that such houses stand high in **chivalric** ...

He would have looked merely blond and **leonine** ...

... while the man's practical piety was **indubitable** ...

... but in peculiar places, in the **crypts** or gallery, or even ...

... brother hail him with a sort of **avuncular jocular** ...

... said the cobbler in **officious** excitement. 'They've got ...

... and he went on in a **febrile** and feminine agitation ...

'Those **popish** priests are **deucedly** sly.' 'No, no,' said ...

... bearded with old **fungoids** and stained with the nests ...

... in air amid the gyrating wings of colossal **genii** ...

... something of the monotony of a blue-green **dado** ...

A **tantalus** containing three kinds of spirit, all of a ...

... hand could show of English and foreign **physiologists** ...

The umbrella was a black and **prosaic** bundle long ...

... monsters like crakens or **cuttlefish**, writhing **polypi** ...

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

... Father Brown shook his head with **ineffable** mildness ...

... to the project of **bimetallism** for Greater Britain ...

... and of more than theatrical **thews** and muscles ...

... the British officer, was **pachydermatous** to ideas ...

... the Press was paralyzed into **probity** and accuracy ...

... sharply whenever that proud **pontiff** tried to explain ...

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

Questions and Comments

Father Brown claims in "The Hammer of God" that mountaintop prayers may be dangerous. Why? ➡

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? ➡

14. What might be Chesterton's purpose for writing "The Man in the Passage"? ➡

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 ...

... will recall the **Perambulator** Parade Dinner, in which ...

... **vociferated** the stranger, striking the table, but ...

... with three **ineradicable** mistakes in his mind, and the ...

The opening was a sound piece of slashing **invective** ...

... with a **rubicund**, even **apoplectic visage**, but a rather ...

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

... the more **saturnine** because his **lantern jaws** were ...

... has been feared more for a **warlock** than even for a ...

My own mother's family had a **banshee**; and, now I ...

... population; he was the **inscrutable** American ...

... of the hotel to continue his curious **peregrinations** ...

'He's a **mystagogue**,' said Father Brown, with innocent ...

15. What is Father Brown's view of machines, especially those such as lie detectors? ➔

16. Why does Francis Finn propose his new series of articles? ➔

17. Who is the Unknown God, in Father Brown's opinion? ➔

18. What does Father Brown insist upon at the end of "The Arrow of Heaven"? ➔

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 ...
 ... seemed almost **bucolic** in his boisterous freshness ...
 ... on the semblance of the tripod of a tragic **pythoness** ...
 A man isn't fated to fall into the smallest **venial** sin ...
 ... as if he felt something **fey** about the young man's ...
 ... and an old fountain with the figure of a **triton**, green ...

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? ➔
20. What does Father Brown think about animals? ➔
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** ...
 His opinions seemed to be of a **nihilistic** and ...
 ... asked Sir Arthur, with adamant **jocular** ...
 ... what **epithet** he was looking for, what climax he ...
 ... a blue baboon, you would say it was only **atavism** ...
 ... and you would retort with a burst of **taciturnity** ...

24. Father Brown, in his defense of poet Osric Orm, explains why Orm could easily remain in a garden for two hours, unoccupied. Why? ➔
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? ➔

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 ...
 Two much more **prosaic** and perhaps more practical ...
 ... can wipe out one spot on the **escutcheon** of Potter's ...
 ... say anything that might seem to **palliate** murderous ...

Questions and Comments

26. What does Father Brown claim all people who lose all their charity also lose? ➡
27. Do you agree?
28. How does Father Brown know the village parson is a fake? ➡

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? ➡ ■