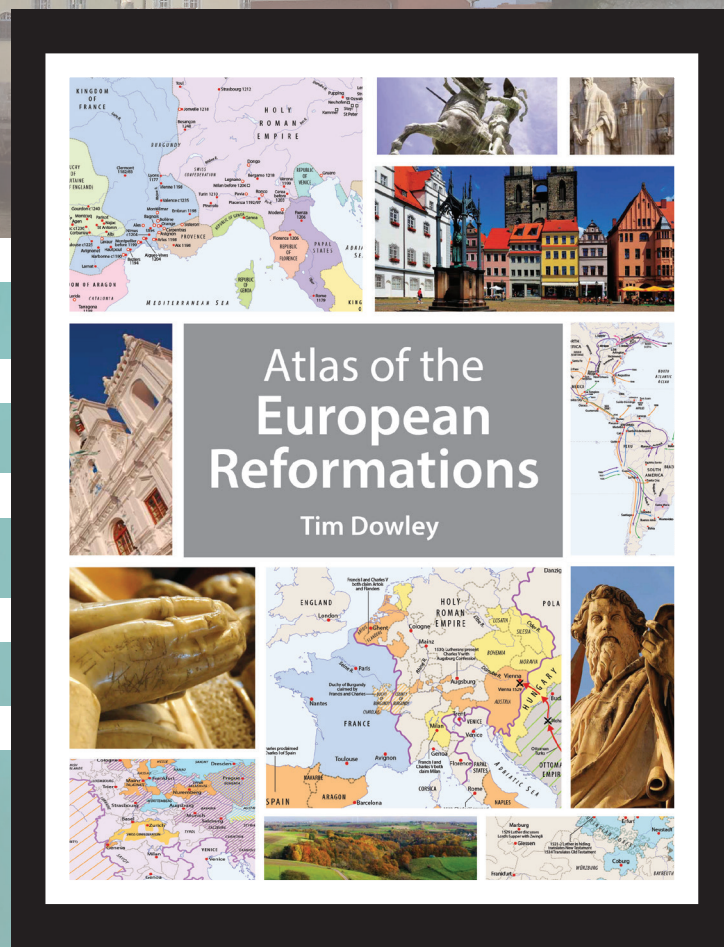


ATLAS OF THE EUROPEAN REFORMATIONS



STUDY GUIDE

DANIKA COOLEY

Atlas of the European Reformations Study Guide

Soli Deo Gloria

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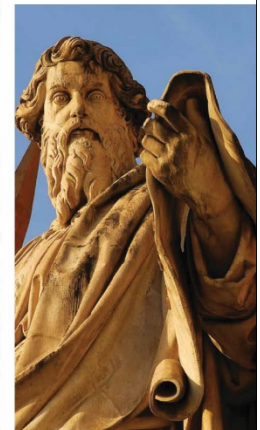
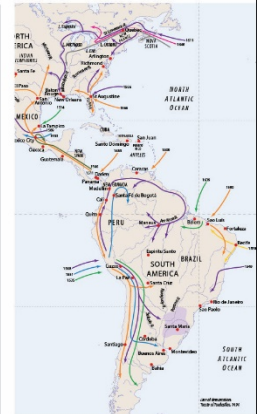
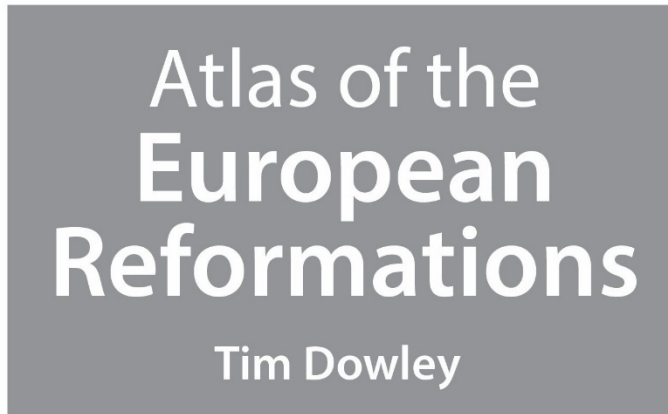
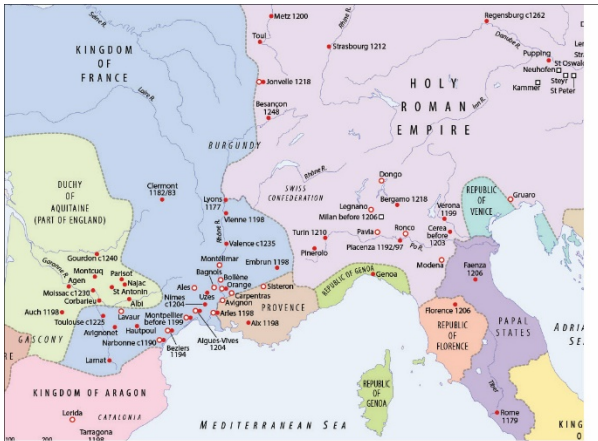
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Atlas of the European Reformations



Study Guide

Instructions & Notes

This study guide is intended to help parents and leaders facilitate a study of the Reformation, based on *Atlas of the European Reformations* by Tim Dowley (Fortress Press, 2015).

The study guide includes:

- ❖ A brief overview of each section
- ❖ Discussion questions for each map
- ❖ Vocabulary
- ❖ Related literature by grade level
- ❖ Scripture to consider
- ❖ Timeline worksheets

About the study guide:

Because this guide is meant to facilitate discussion and understanding as students learn about the European Reformations, no formal schedule has been included. You can work through the *Atlas* as it fits your schedule, and easily coordinate it with any history curriculum you are using.

Necessary materials:

You'll want to purchase a copy of *Atlas of the European Reformations* by Tim Dowley (Fortress Press, 2015), which is the basis of the unit study.

Suggested materials:

The related literature lists contain excellent works that will deepen your student's understanding of the time period. None of the books are required (indeed, there are too many listed to use them all), and many can be located at your local library, though each would make an excellent addition to your home or church library.

Suggested schedule:

Students will spend time reading an assigned section of *Atlas of the European Reformations*. Parents or teachers will then want to engage with students through the discussion questions, vocabulary, and suggested Scripture. Alternately, students can write their answers and parents or teachers can review the written work.

Students can also enrich their study with one or more of the related literature suggestions. These books can be scheduled as time and desire allow.

I pray this will be a fruitful study for your family, and that your students will learn much about this time in the history of the Christian faith.

The Rise of Learning & The Waldensians

Map 1: The First Universities of Europe & Map 2: Distribution of the Waldensians
Pages 24-27

Discussion ~ First Universities


1. What did the schools look like before universities?
2. How did the universities form?
3. Are you surprised by the number of universities that were available in the Middle Ages?
4. How do you think you would feel about leaving home at age 12 to attend school?
5. Do you recognize any of the people named in *The Rise of Learning*?

Discussion ~ The Waldensians

1. What did Peter Waldo do for the people?
2. What were the Waldensians known for?
3. Do you think the Bible should be in the language of the people? If not, what language should it be in?
4. Why do you think the Waldensians were persecuted for preaching from the Bible and going to Christ rather than to a priest?
5. What do you think it would be like to live without a Bible or sermons you can understand?
6. Where were the Waldensians located? Does it seem like a widespread movement?

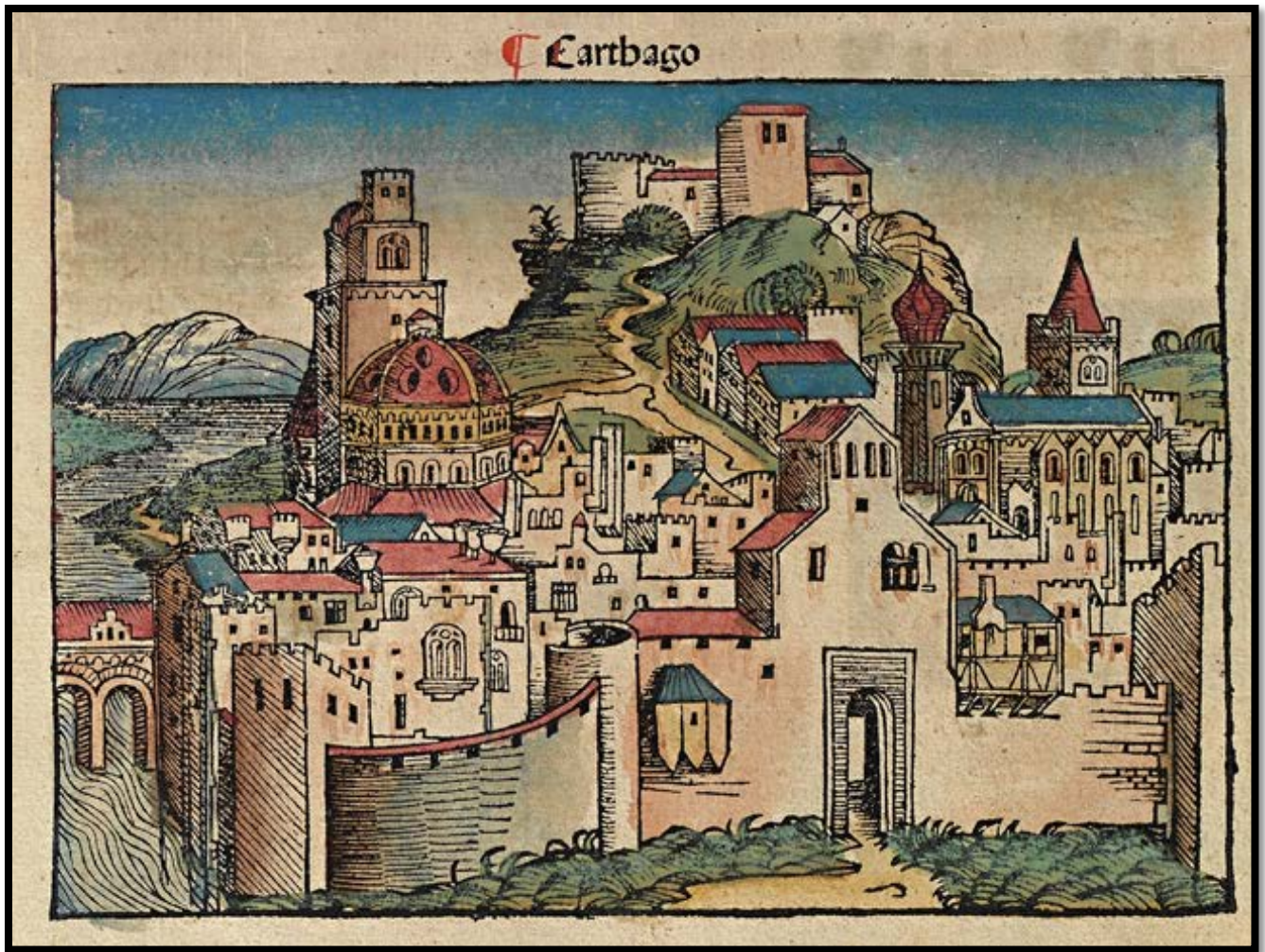
Vocabulary

Monk = A man dedicated to his religion, living either alone or with other monks.
Monastery = Buildings where monks live together in a community.
Cathedral = A Catholic church building, where the bishop serves.
Bishop = A Catholic priest who supervises other priests.
Chancellor = An important person in government.
Cleric = A priest or religious teacher.
Philosophy = A system of ideas.
Guild = A fellowship of craftsmen or merchants.
Pope = The head bishop of the Roman Catholic Church.
Theology = The study of God.
Scholasticism = A medieval theology and philosophy based on the teachings of Aristotle and Augustine.
Vernacular = The language of the common people.
Heresy = A religious idea not agreed to by the Church.
Unorthodox = Against the accepted rules or traditions.
Inquisition = A court to uncover heresy.



Monastery, Nuremberg Chronicle 1493, Public Domain

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Part 1: Before the Reformation

Part One: Before the Reformation



The European Reformations were a significant time in history. The events and people of the Reformations not only changed the course of Western history, they also changed the course of the world.

After the fall of the Roman Empire in AD 476, the people of Europe were subject to centuries of invading people groups and fast-spreading fatal epidemics like the Black Plague. The European Reformations occurred in the aftermath of this period, enabled by technological advances, new universities, and a time of relative peace.

The Protestant and Roman Catholic Reformations were akin to a massive earthquake. The aftershocks of that earthquake rumbled for a long time following the initial events. Warning signs of the impending reforms went unheeded by the papacy as Roman Catholic Church corruption and a theology increasingly based on human tradition pushed men and women to fight for theological and practical reform. That fight erupted uncontrollably across Europe, causing not only religious change, but social and political changes as well.

In “Part 1: Before the Reformation,” you’ll learn about educational and philosophical changes in Europe as young men were increasingly educated in formal universities rather than monasteries. Forward thinking scholars returned to studying the classical writings of ancient Greece, Rome, and the early church. In the midst of educational reform, the Great Schism deeply impacted public perception of church governance.

As education revived after a long period of oppression from invading people groups and the devastating effects of fatal epidemics, there were initial attempts to reform the church through mysticism, discipline, education, and even preaching unauthorized by the Roman Catholic Church. Some of these reform movements were absorbed into the church, while other attempts at substantial change in teachings and church structure were met with persecution and resistance.

In the midst of this period of renewed conversation over theology and the church, technological changes made way for the quick production and distribution of printed materials, and for contact with much of the rest of the world. The European Reformations had not yet shaken the continent or the globe, but change was on the way.

The Rise of Learning & The Waldensians

Map 1: The First Universities of Europe & Map 2: Distribution of the Waldensians
Pages 24-27

Discussion ~ First Universities

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Vocabulary

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Monastery = Buildings where monks live together in a community.

Monastic = The rules and traditions monks live by.

Cathedral = A Catholic church building, where the bishop serves.

Bishop = A Catholic priest who supervises other priests.

Chancellor = An important person in government.

Cleric = A priest or religious teacher.

Philosophy = A system of ideas.

Guild = A fellowship of craftsmen or merchants.

Pope = The head bishop of the Roman Catholic Church.

Theology = The study of God.

Scholasticism = A medieval theology and philosophy based on the teachings of Aristotle and Augustine.

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Discussion ~ The Waldensians

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5. What do you think it would be like to live without a Bible or sermons you can understand?
6. Where were the Waldensians located? Does it seem like it was a widespread movement?



Monastery, Nuremberg Chronicle
1493, Public Domain

The Devotio Moderna & The Great Schism

Map 3: Distribution of the Brethren of the Common Life &

Map 4: The Great Schism and the Avignon Papacy ~ Pages 28-31

Vocabulary

Devotio Moderna = A movement for a simpler religious expression.

Piety = Devoted to God.

Mystic = A person who seeks to be in union with God through prayerful contemplation and self-surrender.

Plague = A deadly disease, easily spread.

Chastity = A vow not to have sexual relations.

Schism = A break in unity, based on strong beliefs.

Papacy = The office of the pope.

Augustinians = Monks who followed Augustine's teachings.

Renounce the World = Reject worldly teachings.

Humanism = A movement to study the writings of ancient Greece and Rome.

Abdicate = To retire or quit.

Papal bull = A written announcement from the pope.

Dictator = A ruler with total power.

Cardinals = Priests who rank only below the pope.

Council = A meeting of the pope, cardinals, and bishops.

Discussion ~

The Devotio Moderna

1. How did *The Devotio Moderna* begin?
2. What did members of the Brethren of the Common Life devote themselves to in order to support their community?
3. How did the Brethren of the Common Life impact the Middle Ages?
4. In what ways can education and scholarship glorify God?
5. Which person or persons could you study to help know God better?
6. How can you teach others about God?



Council of Constance, c. 1464, Council Chronicle
Ulrich Richental, Public Domain

Discussion ~ The Great Schism

1. Why did the papacy move to Avignon?
2. The pope in the Middle Ages had a lot of power politically. Why do you think there was such a struggle over where the papacy was located?
3. How did the Great Schism occur?
4. What do you think about the fact that there were two, then three, popes at the same time?
5. What do you think about the fact that popes used armed forces to fight each other?
6. Do you think the Great Schism may have changed the way people in the Middle Ages saw the papacy?

The Rise of Learning, The Waldensians, *The Devotio Moderna*, & The Great Schism

Related Literature

Grades 4-6

- *Adam of the Road* by Elizabeth Gray
- *Door in the Wall* by Marguerite de Angeli
- *You Wouldn't Want to Be a Medieval Knight* by Fiona Macdonald
- *You Wouldn't Want to Be in a Medieval Dungeon* by Fiona Macdonald
- *The Adventures of Robin Hood* by Howard Pyle and John Burrows

Grades 7-9

- *Monks and Mystics: Chronicles of the Medieval Church* by Mindy and Brandon Withrow
- *Winning His Spurs: A Story of the Crusades* by G.A. Henty
- *Otto of the Silver Hand* by Howard Pyle
- *Men of Iron* by Howard Pyle
- *Canterbury Tales* translated by Geraldine McCaughrean
- *St. Francis of Assisi* by G.K. Chesterton
- *St. Thomas of Aquinas* by G.K. Chesterton
- *The Adventures of Robin Hood* by Roger Lancelyn Green

Grades 10-12

- *Crusade of Tears: A Novel of the Children's Crusade* (1st in Journey of Souls series) by C.D. Baker
- *Hawk and the Dove* (1st in Hawk and Dove series) by Penelope Wilcock
- *Brazenhead the Great* by Maurice Hewlett
- *The Merry Adventures of Robin Hood* by Howard Pyle
- *Hunchback of Notre Dame* by Victor Hugo
- *Canterbury Tales* by Geoffrey Chaucer
- *The Little Flowers of St. Francis* by Francis of Assisi
- *Shorter Summa* edited by Peter Kreeft (abbreviated Summa Theologica)
- *Introduction to Thomas Aquinas* edited by Anton C. Pegis
- *Imitation of Christ* by Thomas à Kempis
- *The Inferno* by Dante Alighieri

Scripture to Consider

Read 1 Timothy 3

1. What qualities should an overseer or a deacon of the church possess? (1 Tim. 3:1-13)
2. What qualities disqualify someone from leadership in the church? (1 Tim. 3:1-13)
3. Why is our behavior—particularly the behavior of leaders—in the household of God important? (1 Tim. 3:14-15)
4. What does Paul's hymn tell you about Jesus? (1 Tim. 3:16)

Wyclif and the Lollards & Jan Hus and the Hussites

Map 5: Distribution of the Lollards & Map 6: The Hussite Wars

Pages 32-35

Discussion ~ Wyclif and the Lollards

1. How did Wyclif anger the church?
2. What work did Wyclif start? What movement did he begin?
3. How widely did the Lollard movement spread?
4. On the map, there are special circles where the Lollards were prosecuted. Do you think the church should “suppress” those who question their teachings and doctrines? Why or why not?
5. What do you think happens when the church has the power to stop ministers from preaching?

Vocabulary

Transubstantiation = Belief that the bread and wine transform into Christ’s body and blood.

Suppressed = Stop with force or violence.

Safe-Conduct = Protected travel.

Condemned = Sentenced, usually to death.

Secular = Not religious; worldly.

Hierarchy = A system of rank.

Civil War = A war involving two groups in the same country.

Crusades = Wars fought by great armies against Muslim forces in the eleventh through thirteenth centuries.

Episcopate = The Roman Catholic bishops.



Atlas of the European Reformations ~ Study Guide

Discussion ~ Jan Hus and the Hussites

1. What about Jan Hus’s preaching offended the church?
2. How did the church treat Hus?
3. Why do you think Hus’s followers react the way they did?
4. How did the church respond? How do you feel about the church response?
5. Do you see any signs in your studies so far that the Roman Catholic Church needed to be reformed? If so, what signs do you see?
6. What ultimately happened to the Hussite Church?

Wyclif and the Lollards,
William Frederick Yeames (1835-1918), Public Domain

The Rise of Printing

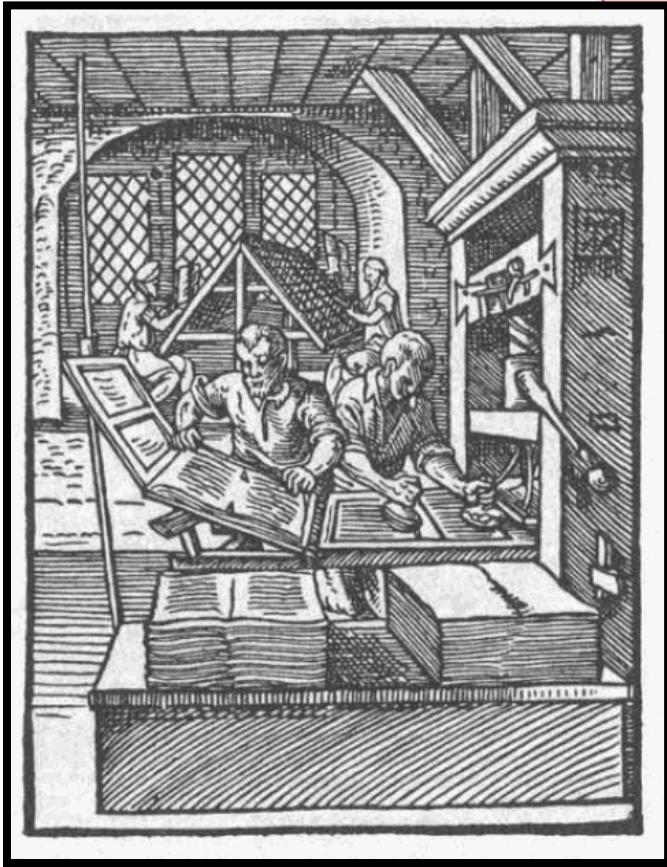
Map 7: The Earliest Printing Centres in Europe

Pages 36-37

Discussion ~

The Rise of Printing

1. How did the attack on Mainz help printing spread throughout Europe?
2. How did widely available printing presses aid in the spread of the Reformation?
3. Do you think the presses made it difficult for political leaders and the Roman Catholic Church to control what information was spread through Europe?
4. What do you think it would feel like to live in a time without readily-available books or Bibles in a language you understand?
5. Have you every played a game of “telephone”? How is that different from reading a book? Which method of communication is clearer?
6. Do you think the church should be allowed to control access to God’s Word?
7. Do you ever take your Bible for granted?



Jost Amman (1539-1591), Public Domain

Vocabulary

Printing Press = A machine that reproduces text and pictures.

Satire = Using humor to mock wrong or corrupt ideas and actions.

Circulate = Spread from person to person.

Wyclif and the Lollards, Jan Hus and the Hussites, & The Rise of Printing

Related Literature

Grades 4-6

- *Famous Men of the Renaissance and the Reformation* by Robert G. Shearer
- *Fine Print: A Story About Johann Gutenberg* by Joann Burch
- *Beggar's Bible* by Louise Vernon
- *Ink on His Fingers* by Louise Vernon
- *How the Bible Came to Us* by Meryl Doney

Grades 7-9

- *Monks and Mystics: Chronicles of the Medieval Church* by Mindy and Brandon Withrow
- *Famous Men of the Renaissance and the Reformation* by Robert G. Shearer
- *Reformation Heroes* by Diana Kleyn and Joel R. Beeke
- *Morning Star of the Reformation* by Andy Thomson
- *Johannes Gutenberg: Printing Press Innovator* by Sue Vander Hook
- *Guarding the Treasure: How God's People Preserve God's Word* by Linda Finlayson

Grades 10-12

- *Foxe's Christian Martyrs* by John Foxe
- *Cloister and the Hearth* by Charles Reade
- *Leila* by Lord Edward Bulwer-Lytton
- *In the Blue Pike* by Georg Ebers
- *Sir Gawain and the Green Knight* translated by J.R.R. Tolkien
- *The Once and Future King* by T.H. White

Scripture to Consider

Read 2 Timothy 4:1-8

1. By whose authority is Paul issuing his command? (2 Tim. 4:1)
2. What does Paul tell Timothy, a pastor at Ephesus, to do? What "word" is Paul referring to? (2 Tim. 4:2)
3. What spiritual danger exists? (2 Tim. 4:3-4)
4. What should a church leader seek to do and to be? (2 Tim. 4:5)
5. Paul probably wrote this letter shortly before he died for his faith. Why do you think Paul was willing to die for his faith?
6. What did Paul expect his reward for his faithfulness to the gospel to be? (2 Tim. 4:6-8)

The Italian Renaissance & The Northern Renaissance

Map 8: Major Centres of the Italian Renaissance & Map 9: Major Centres of the Northern Renaissance ~ Pages 38-41

Discussion ~ The Italian Renaissance

1. What value did the Italian Renaissance bring to education, the arts, and the sciences?
2. Who funded the arts and sciences?
3. What value do you think humanism had?
4. Do you think competition among the Italian States benefited society? And if so, how?
5. Do you think the rise of humanism contributed to the reform of the church?
6. Christian humanism led to greater study of the Bible and of the writings of the Early Church Fathers. Do you think most Christians today are well-educated in these areas? If they were, do you think the church would reform again?



Hunters in the Snow, 1565
Pieter Bruegel the Elder (1526/30-1569), Public Domain

Discussion ~ The Northern Renaissance

1. What three factors allowed the Renaissance to spread through much of Europe?
2. What did humanism lead to? What did people commit to study? What did they begin to question?
3. How was the art movement of the Northern Renaissance different from that of the Italian Renaissance?
4. How was music affected by the Northern Renaissance?
5. Why do you think the rise of humanism and the arts led to the foundation of more universities?

Vocabulary

Renaissance = A new interest in classical Roman and Greek art, architecture, and learning, sparked by humanism.

Patron / Sponsor = A person who supports an artist or cause with money or gifts.

Astronomy = The scientific study of the planets, stars, and universe.

Astrology = The religious belief that the way the planets and stars move affects human behavior and circumstances.

The Italian Renaissance & The Northern Renaissance

Related Literature

Grades 4-6

- *Apprentice* by Pilar Molina Llorente
- *Whipping Boy* by Sid Fleischman
- *The Shakespeare Stealer* (1st in trilogy) by Gary Blackwood
- *The Best of Shakespeare: Retellings of Ten Classic Plays* by Edith Nesbit
- *You Wouldn't Want to Be Sick in the 16th Century* by Kathryn Senior
- *I, Juan de Pareja* by Elizabeth Trevino

Grades 7-9

- *Monks and Mystics: Chronicles of the Medieval Church* by Mindy and Brandon Withrow
- *Famous Men of the Renaissance and Reformation* by Robert G. Shearer
- *The Second Mrs. Giaconda* by E.L. Konisburg
- *Heir of Hascombe Hall* by Evelyn Everett Green
- *Fierce Wars and Faithful Loves: Book 1 of the Faerie Queene* by Edmund Spenser,
edited by Ray Maynard
- *Don Quixote* by Miguel de Cervantes, retold by Michael Harrison

Grades 10-12

- *Girolamo Savonarola* by Douglas Bond & Douglas McComas
- *Marietta: A Maid of Venice* by F. Marion Crawford
- *Forerunner: The Romance of Leonardo da Vinci* by Dmitri Merejkowski
- *Agony and the Ecstasy: A Biographical Novel of Michelangelo* by Irving Stone
- *Romola* by George Eliot
- *Gargantua and Pantagruel* by Francois Rabelais
- *Utopia* by Sir Thomas More
- *Don Quixote de la Mancha* by Miguel de Cervantes
- *Plays and Sonnets* by William Shakespeare

Scripture to Consider

Read 1 Corinthians 10:10-31

1. What was the church at Corinth arguing over? Who did Paul urge them to follow? (1 Cor. 10:10-16)
2. Why do you think the cross of Christ seems foolish to the spiritually lost? What does the world seek? (1 Cor. 1:17-22)
3. In what ways does God use what seems weak and foolish to us? (1 Cor. 1:23-28)
4. Why does God use what seems weak and foolish to us as the wisdom through which God instructs us? (1 Cor. 1:29-31)

The Catholic Church in 1500 & Portuguese Voyages of Discovery

Map 10: Ecclesiastical Divisions of Western Europe c.1500 &
Map 11: Portuguese Voyages of Discovery to the East ~ Pages 42-45

Vocabulary

Simony = Buying and selling church offices or spiritual gifts like salvation.

Indulgences = A cancellation of a punishment owed.

This is not a forgiveness of sin, but the idea that even forgiven sin must still be punished, and that punishment can be lessened by a favor (or purchased pardon) of the church.

Urbanize = To become more like a city, less like the country.

Bureaucracy = A government in which the decisions are made by state officials rather than by elected representatives.

Expedition = A journey with a purpose, like exploring.

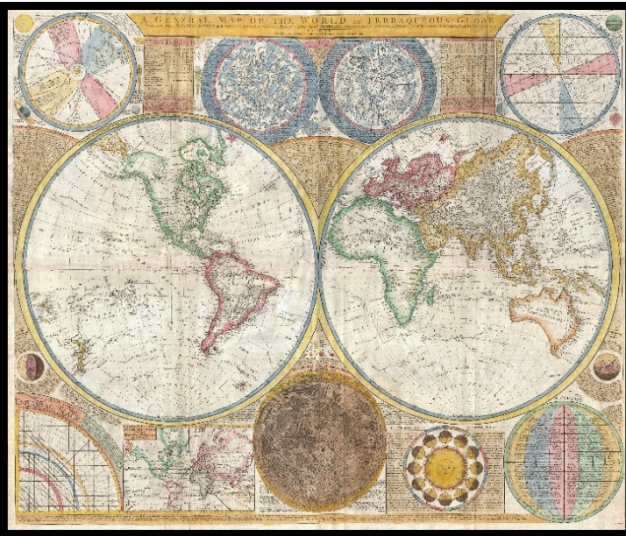
Circumnavigate = To go all the way around.

Caravel = A small, medieval ship from Portugal or Spain.

Discussion ~ The Catholic Church in 1500

1. In what ways had the Roman Catholic Church's reputation been damaged?
2. How do you think church corruption affected everyday people?
3. What was the church good at?
4. Why did criticism of the church increase during the Renaissance?
5. Do you think the criticism was deserved? Why do you think the church did not respond to the criticism by reforming at the time?

A General Map of the World, 1794
Thomas Kitchin (1718-1784, Public Domain)



Discussion ~ Portuguese Voyages of Discovery

1. Why did Europeans want to reach India by sea?
2. How did Prince Henry the Navigator help make far countries more accessible?
3. What did Prince Henry do that caused much pain and suffering?
4. How did the Kongo Empire come to hear about Christ?
5. In what way did Portugal establish trade with India, Africa, and South Africa?
6. Do you think the expeditions were a good thing? Who did they benefit?

Spain Explores the West & The World Circumnavigated

Map 12: European Voyages of Discovery to the West &
Map 13: The First Circumnavigation of the World ~ Pages 46-49

Discussion ~ Spain Explores the West

1. How did the European countries divide territory?
2. What happened to the native populations in the areas sailors discovered?
3. Who did the explorers bring to these areas?
4. What do you think the primary purpose of the exploration was?
5. How do you feel about the explorations?
6. What do you think role of the missionaries was on these conquering voyages?
Do you think the message of the gospel was effectively communicated?

Vocabulary

Indigenous = The original people or plants living in an area; native.

Line of Demarcation = An established boundary.

Conquest = To use force to take over an area or people.

Exploitation = Using people or resources to one's own benefit, without concern for damage done to people or the environment.

Conquistadores = The Spanish explorers who conquered native peoples in the Americas.

Incursion = A quick attack on someone else's territory.



Foundation of Santiago, 1888
Pedro Lira (1845-1912), Public Domain

Discussion ~ The World Circumnavigated

1. How was Magellan's trip important to the Western understanding of the world?
2. How do you think knowing the earth could be circumnavigated changed life for those in Europe?
3. What do you think it was like for people to be "discovered"?

The Catholic Church in 1500, Portuguese Voyages of Discovery, Spain Explores the West, & The World Circumnavigated

Related Literature

Grades 4-6

- *First Voyage to America: From the Log of the Santa Maria* by Christopher Columbus
- *Walk the World's Rim* by Betty Baker
- *Morning Girl* by Michael Dorris
- *You Wouldn't Want to Sail with Christopher Columbus* by Fiona MacDonald
- *You Wouldn't Want to Explore with Sir Francis Drake* by David Stewart

Grades 7-9

- *Monks and Mystics: Chronicles of the Medieval Church* by Mindy and Brandon Withrow
- *The World of Columbus and Sons* by Genevieve Foster
- *By Right of Conquest* by G.A. Henty
- *Under Drake's Flag: A Tale of the Spanish Main* by G.A. Henty
- *Robinson Crusoe* by Daniel Defoe
- *Treasure Island* by Robert Louis Stevenson

Grades 10-12

- *Prince Henry the Navigator* by Sir Peter Russell
- *Christopher Columbus and the Discovery of the New World* by Marquis de Belloy
- *Magellan's Voyage: A Narrative Account of the First Circumnavigation* by Antonio Pigafetta

Scripture to Consider

Read 2 Peter 1:3-15

1. What has God granted, and to whom has God granted it? (2 Pet. 1:3-4)
2. What do believers escape? (2 Pet 1:4)
3. What qualities do believers possess? (2 Pet. 1:5-9)
4. Why should believers seek to increase these qualities? (2 Pet. 1:9-11)
5. How do you think a believer should treat others?



Part 2: Reformation

Part Two: Reformation

In “Part 2: Reformation”, you’ll learn about the Protestant Reformation. In an attempt to reform the church practice of selling indulgences, Martin Luther unintentionally shook the Roman Catholic Church to its core when he posted *The Ninety-Five Theses*. The consequences of Luther’s actions were like an earthquake—quick and felt by all.

Martin Luther’s writings began a firestorm of change, rebellion, and reform throughout all of Europe as he abandoned hope of reform within the Roman Catholic Church, and committed to spearheading theological changes as an outlaw.

By enlisting the aid of local rulers and politicians in the Protestant Reformation, Luther inadvertently changed the political structure of Europe, bringing an end to feudalism as peasants and lower nobility sought economic and political freedom, in addition to spiritual freedom.

With massive political and theological changes in Germany and Switzerland came radicalization as new spiritual leaders rose up. Untethered by church hierarchy or tradition, these new leaders urged further theological changes. Frequently, they made their point with violence. This radicalization was met with oppression and persecution from both Protestant and Catholic leaders. Jews were caught in the crossfire, as they experienced persecution from all sides.

In the midst of political and religious upheaval, Protestantism spread throughout Europe. Several distinct denominations formed over the sixteenth century, including the Lutherans, the Reformed or Calvinists, the Anabaptists, and the Church of England or Anglicans.

Much of this period was marked by upheaval, war, and suffering. In France, Calvinists were heavily persecuted, while in England monasteries were dissolved, armed forces defending Catholicism arose, and a brutal period of dispute commenced.

Throughout Europe, Protestant leaders emerged. Battles, persecution, and unease became the norm as leaders of the new denominations sought to teach from the Bible, and to step away from the traditions of the Roman Catholic Church.



Charles V & Martin Luther

Map 14: The Empire of Charles V &

Map 15: Martin Luther and the Beginnings of the Reformation ~ Pages 52-55

Discussion ~ Charles V

1. How extensive was Charles V's empire during his prime years?
2. What pressures and threats did his empire face?
3. Who did Francis I align himself with? What did he want?
4. Did the Roman Catholic papacy impact the political situation? If so, how?
5. How much power did the church have during Charles V's reign?

Vocabulary

Monarch = The head ruler of a country, like a king, queen, or emperor.

Absolutist = Government that gives all power to one ruler.

Reform = To change; to improve.

Hereditary = Passing from family member to descendants; political status or physical trait.

Sovereign = Ultimate authority; the one who has ultimate authority.

Tradition = Behavior and beliefs originating from humans, not from Scripture.

Justification = Made righteous before God; saved from sin and hell.

Faith = Trust in God.

Recant = To publicly state one said or believed the wrong thing.

Discussion ~ Martin Luther

1. What was the basis of Martin Luther's theology?
2. What about Luther's theology stood in opposition to the theology of the Roman Catholic Church?
3. How did Martin Luther attempt to address corruption within the church in a diplomatic manner?
4. What steps did the church take against Martin Luther?
5. What role did geography and politics play in protecting Luther?
6. Given what you've studied so far, what do you believe would have occurred in the church if Martin Luther had not addressed indulgences in 1517?

Disputation = A debate.

Infallible = Not able to be wrong; never mistaken.

Church Council = A meeting of bishops, theologians, and other church representatives.

Excommunication = To ban from the church.

Outlaw = A fugitive criminal.

Colloquy = A formal discussion.

Elector = A German prince.

Luther at the Diet of Worms
1877

Anton von Werner (1843-1915)
Public Domain



The German Knights' War & The Peasants' War

Map 16: The German Knights' War 1522-23 &
Map 17: The Peasants' War 1524-25 ~ Pages 56-59

Vocabulary

Revolution = A radical change in leadership; often violent.

Spiraling Inflation = Prices rise, but the value of money falls.

Code of Chivalry = Rules of behavior for knights.

Crusades = Military campaigns against Muslims in an attempt to recover land; ordered by the popes.

Ecclesiastical = Related to the church.

Principality = A state ruled by a monarch, usually a prince.

Alliance = A mutually beneficial relationship.

Vow = A serious promise.

Parish = A district with a church and priest; established for church administration.

Anarchy = The lack of authority; often chaotic.

Apologist = One who defends an idea.

Discussion ~

The German Knights' War

1. What kind of lives did the knights have prior to the Reformation?
2. What factors contributed to the envy and fear of the knights?
3. One reason the Lutheran cause appealed to Sickingen and Hutten was that they hoped to renew their own social and economic status. How do you feel about that? Do you think it was a good reason to support Luther?
4. Have you ever lost anything you wanted to keep, or wanted something someone else had?
5. How did the revolt turn out for the knights? What did the revolt help cause?
6. How do you think we should respond to loss and inequality? Why?



Battle Against the Rustics, 1526
Gabriel Salmon, Public Domain

Discussion ~ The Peasants' War

1. What circumstances contributed to the Peasants' War?
2. What were some of the reasons peasants were upset?
3. The revolt was not peaceful. Noble families were being murdered. How do you think the State should have reacted?
4. What do you think of Luther's actions?
5. How do you think Luther should have reacted?
6. How do you think you should treat others when you don't feel your own treatment is fair?

The Radical Reformation & Jewish Oppression

Map 18: The Anabaptists and the Radical Reformation &

Map 19: Repression, Persecution, and Resettlement of the Jews ~ Pages 60-63

Discussion ~ The Radical Reformation

1. How did the Anabaptist movement begin?
2. What did the Swiss Brethren believe?
3. What did the radical Anabaptists of Münster believe? Who opposed them? Do you think their beliefs were biblically supported?
4. How did Menno Simons's teachings survive? What are some of the Mennonite beliefs?
5. Why do you think so many Anabaptists were killed during the Reformation? How do you think Christians should biblically respond to different teachings?
6. What aspects of Anabaptist beliefs exist in your church today?

Vocabulary

Prohibition = A law or order that forbids something.

Graven Image = An idol; something physical worshiped instead of God.

Eucharist = Communion; the Lord's Supper.

Ordinance = A law or decree.

Heretic = Someone who believes other than what the church teaches; someone who teaches against Scripture.

Mysticism = A search for hidden scriptural meaning, and for union with God, or for God's direct presence.

Enlightenment = A dependence on human logic and reason.

Persecution = Harassment—even murder—because of beliefs.

Epidemic = The quick spread of a disease.

Trinity = The three persons of God—the Father, Son, and Holy Spirit (Holy Ghost)—in one Godhead.

Anti-Trinitarianism = The denial of the Trinity.



Discussion ~ Jewish Oppression

1. How were northern European Ashkenazi Jews isolated in the Roman Empire?
2. What factors in northern Europe led to the attacks on the Jewish people?
3. Why did many Sephardic Jews of Spain convert to Christianity?
4. What were some of the results of the Spanish Inquisition?
5. How did the Counter-Reformation impact Jews in Italy and France?
6. What did the pope do to Jews in 1555? (See the map.)
7. How do you think Christians should interact with the Jewish people? Why?

Drowning of Anneke Esaiasdochter (Anna Jansz)
1539, Jan Luiken (1649-1712), Public Domain

Philipp Melanchthon & Protestantism in 1530

Map 20: Philipp Melanchthon and Protestant Reform &
Map 21: The Progress of Reform by 1530 ~ Pages 64-67

Discussion ~ Philipp Melanchthon

1. In what ways did Philipp Melanchthon aid Martin Luther and the Protestant Reformation?
2. Philipp Melanchthon wanted to reunite Protestants and the Roman Catholic Church. What did he sacrifice in an effort to do so?
3. Do you think the idea that God chooses and saves us can be reconciled to the idea that we work for our own salvation?
4. How does the map help you understand the depth and scope of the Protestant Reformation?
5. What other religions were bordering Europe?

Discussion ~ Protestantism in 1530

1. What three events in the 1520s affected support for Luther's reforms negatively? What two events allowed Protestantism to spread in the 1520s?
2. What prevented an evangelical alliance from forming among theologians at the Marburg Colloquy?
3. How did the Lutheran princes unite at the Diet of Speyer?
4. Why did the Protestant princes form the Schmalkaldic League?
5. Looking at the map, do you think the Protestant Church was in danger?
6. Why do you think Protestantism survived and flourished?



Vocabulary

Consolidate = To combine multiple things or ideas into one.

Systematize = To arrange and organize into a system.

Exegesis = To examine and explain Scripture based on the text rather than popular opinions, personal ideas, or tradition.

Doctrine = Religious teachings and beliefs; sometimes different among denominations.

Latin Mass = A Roman Catholic Church service in Latin with specific traditions.

Corpus Christi Festival = A yearly Roman Catholic festival to celebrate the belief that Christ's body and blood are physically present in the Eucharist bread and wine.

Extreme Unction = A Roman Catholic sacrament of anointing with oil someone who is very ill.

Predestination = Christian doctrine stating that God has already decided and ordained everything which occurs.

Philipp Melanchthon, 1543, Lucas Cranach the Elder (1472-1553), Public Domain

Charles V, Martin Luther, The German Knights' War, The Peasants' War, The Radical Reformation, Jewish Oppression, Philipp Melanchthon, & Protestantism in 1530

Related Literature

Grades 4-6

- *When Lightning Struck!: The Story of Martin Luther* by Danika Cooley (family read-aloud)
- *Famous Men of the Renaissance and the Reformation* by Robert G. Shearer
- *Thunderstorm in the Church* by Louise A. Vernon
- *Spy for the Night Riders: Martin Luther* by Dave and Neta Jackson
- *Night Preacher* by Louise A. Vernon
- *The Secret Church* by Louise A. Vernon

Grades 7-9

- *When Lightning Struck!: The Story of Martin Luther* by Danika Cooley
- *Courage and Conviction: Chronicles of the Reformation Church* by Mindy and Brandon Withrow
- *Famous Men of the Renaissance and the Reformation* by Robert G. Shearer
- *Reformation Heroes* by Diana Kleyn and Joel R. Beeke
- *On Fire for Christ: Stories of Anabaptist Martyrs* by Dave and Neta Jackson
- *Secrets in the House of Delgado* by Gloria D. Miklowitz

Grades 10-12

- *When Lightning Struck!: The Story of Martin Luther* by Danika Cooley
- *Armies of the German Peasants' War 1524-26* by Douglas Miller
- *Luther the Reformer: The Story of the Man and His Career* by James Kittelson
- *The Annotated Luther: The Roots of Reform, Volume 1* by Timothy J. Wengert
- *Foxe's Christian Martyrs* by John Foxe
- *The Spanish Brothers* by Deborah Alcock
- *The Vale of Cedars: Or, The Martyr* by Grace Aguilar

Scripture to Consider

Read 2 Timothy 3

1. What people should believers avoid? (2 Tim. 3:1-8)
2. What will happen to these people? (2 Tim. 3:9)
3. How can you learn from Paul's writings? (2 Tim. 3:11)
4. Why will those who seek to live a godly life suffer? (2 Tim. 3:12-13)
5. What do you learn about Scripture in 2 Tim. 3:15-17? Have you memorized these verses?
6. How important do you think Scripture is in the Christian walk?

Lutheranism Consolidates & Huldrych Zwingli

Map 22: Lutheran Germany in 1555 & Map 23: Zwingli and the Swiss Reformation

Pages 68-71

Discussion ~ Lutheranism Consolidates

1. What delayed the Holy Roman Emperor Charles V from putting an end to Protestantism?
2. Who was involved in defending Protestantism—the Protestant Church, or the political leaders?
3. What did the Schmalkaldic War accomplish?
4. What do you notice about Map 22? How was Protestant Christianity faring?
5. Does it surprise you that Christians fought and died for the right to be Protestant rather than Roman Catholic?
6. Is there something you'd be willing to fight for?



Discussion ~ Huldrych Zwingli

1. Why did Huldrych Zwingli develop Reformed beliefs? Do you think preaching through the New Testament affected Zwingli's beliefs?
2. How did Zwingli spread reform in Switzerland?
3. Why didn't the Protestant federation Zwingli envisioned with Philip of Hesse succeed? Do you think it was a good idea?
4. How do you feel about Zwingli's attempt to force the Catholic territories in Switzerland to convert?
5. How do you think Christ calls us to approach those who do not believe in the atoning sacrifice of Jesus?

Vocabulary

Papal Legate = A messenger directly from the pope.

Bigamy = Being married to more than one person at a time.

Chaplain = A pastor or priest, sometimes for the military.

Mercenary = A soldier who fights for money rather than for a cause or his country.

Ulrich Zwingli, 1531
Hans Asper (1499-1571), Public Domain

Martin Bucer & John Calvin

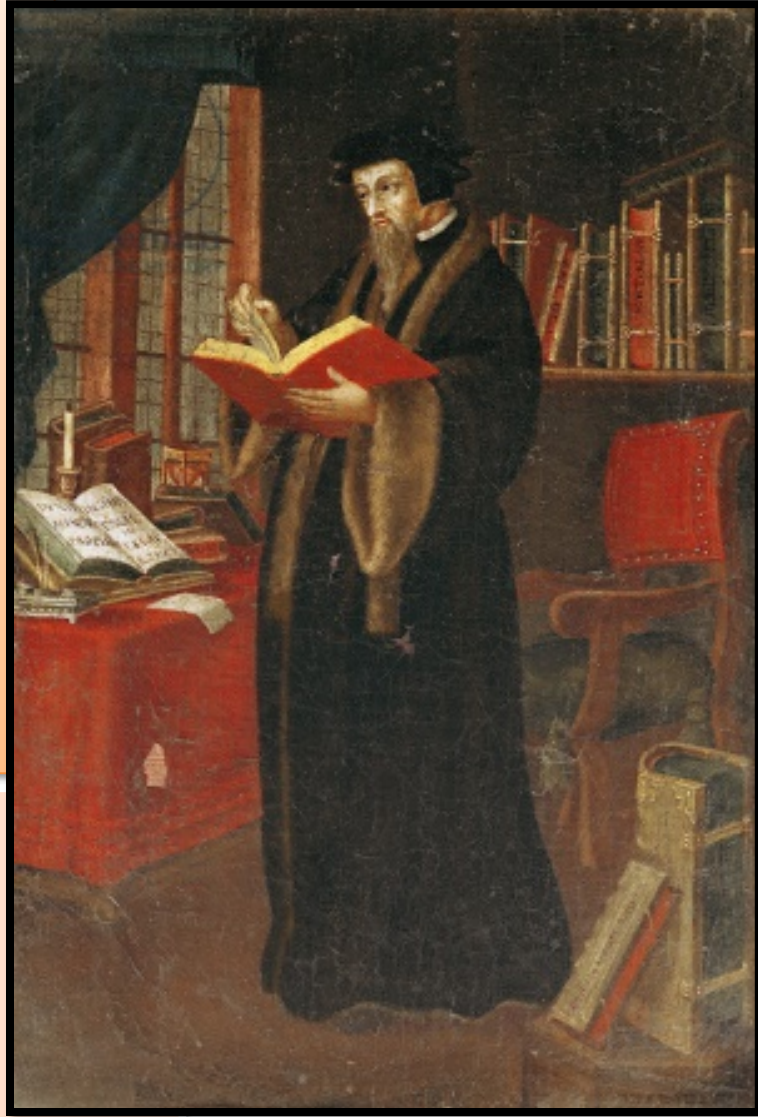
Map 24: Martin Bucer and the Reformation & Map 25: John Calvin and Swiss Reform
Pages 72-75

Discussion ~ Martin Bucer

1. How was Martin Bucer's approach to reform different than that of many of the Reformers?
2. Do you think his work with the Anabaptists proved worthwhile? Why or why not?
3. What effect did Bucer have on the English Reformation?
4. What do you think it would be like to flee religious persecution?
5. What can you learn about sharing the gospel and discussing important ideas from Martin Bucer?

Discussion ~ John Calvin and Swiss Reform

1. What were Calvin's strengths?
2. What circumstances allowed Calvin to spend over two decades writing and revising *The Institutes of the Christian Religion*?
3. Why do you think *The Institutes* is still being studied today?
4. What role did Calvin play in educating and expanding the Protestant Church?
5. How do you think the church should deal with heresy? What distinguishes heresy from a doctrinal difference?



John Calvin, 17th C, Anonymous, Public Domain

Vocabulary

Vitriolic = Harshly critical.
Unity = Together; one.

The Swiss Reformation & Calvinism Spreads

Map 26: The Reformation in Switzerland &

Map 27: The Spread of Calvinism and Reformed Protestantism ~ Pages 76-79

Vocabulary

Autonomy = Independence.

Presbyteries = A court of local elders and pastors.

Systematic Theology = The important truths of Scripture organized into understandable doctrine, like the Trinity.

Discussion ~ The Swiss Reformation

1. How did John Calvin and Heinrich Bullinger work together to unite much of the Reformed Church?
2. Why do you think the cantons aligned themselves religiously, rather than allowing households or individuals to convert independently?
3. Have you ever been in a situation where

everyone else thought very differently than you do?

4. What do you think it would be like to be a Protestant living in a Catholic canton?
5. How many Reformers do you see working in Switzerland in the 1520s and 1530s?



First Zurich Disputation in 1523, c.1600
Anonymous, Public Domain

Discussion ~ Calvinism Spreads

1. How did Calvin help ensure the spread of Reformed theology?
2. Do you think having a systematic theology (*The Institutes*) available was helpful? Do you think systematic theology is important now?
3. How was Calvin able to impact Reformers throughout Europe?
4. What do you think Calvin did well?
5. Do you disagree with anything he did?
6. Why did Puritanism arise?

Lutheranism Consolidates, Huldrych Zwingli, Martin Bucer, John Calvin, The Swiss Reformation, & Calvinism Spreads

Related Literature

Grades 4-6

- *Famous Men of the Renaissance and the Reformation* by Robert G. Shearer
- *River of Grace: A Story of John Calvin* by Joyce McPherson
- *John Calvin* by Simonetta Carr

Grades 7-9

- *Courage and Conviction: Chronicles of the Reformation Church* by Mindy and Brandon Withrow
- *Famous Men of the Renaissance and the Reformation* by Robert G. Shearer
- *Reformation Heroes* by Diana Kleyn and Joel R. Beeke
- *After Darkness Light: John Calvin* by Catherine MacKenzie

Grades 10-12

- *Foxe's Christian Martyrs* by John Foxe
- *The Betrayal: A Novel on John Calvin* by Douglas Bond
- *Ulrich Zwingli* by William Boekestein
- *The Expository Genius of John Calvin* by Steven J. Lawson

Scripture to Consider

Read Ephesians 4:1-16

1. How are we called to walk as Christians? (Eph. 4:1-3)
2. Why must followers of Christ agree on who God is, on what our hope is, and on the means of our salvation? (Eph. 4:4-8)
3. Why did Christ give different spiritual gifts within the church? (Eph. 4:11-12)
4. What should believers strive to do? (Eph. 4:13-14)
5. Who is the head of the body? (Eph. 4:15-16)
6. Do you think reading the theological works of the church body, like the works of Luther or Calvin, can be helpful to your spiritual growth?
7. How do you feel knowing that, if you are a believer, you can help build up the body in love?

Reform in France & Scandinavian Reform

Map 28: Francis I and the Reformation in France &
Map 29: The Reformation in Scandinavia ~ Pages 80-83

Discussion ~ Reform in France

1. How did the actions of Francis I aid the spread of the Reformation?
2. How did Jacques Lefèvre d'Étaples work for peaceful reform?
3. Why did free New Testaments in the language of the people and strong preaching bring about the revival of the church?
4. Under what conditions did France's royalty allow reform to proceed? When did the royalty react?
5. What do you think was the best way: to bring about Reformation incrementally and quietly as Lefèvre attempted, or completely and with a system as Calvin promoted? Do you think God used both ways?

Vocabulary

Nationalism = A belief that one's own country is vitally important; pride in one's nation.

Concordat = An agreement between a government and the Roman Catholic Church.

Annuity = The first year earnings of a newly appointed office in the Roman Catholic Church, paid to the pope or other official.

Diocese = The area administered by one bishop.

Rector = The head of a school; the parish minister.

Tribunal = A legal court.

Emigration of Huguenots in 1566
Jan Antoon Neuhuys (1832-1891)
Public Domain



Discussion ~ Scandinavian Reform

1. What impact did Martin Luther have on Scandinavia?
2. Was Scandinavia part of the Holy Roman Empire? How close was it to Germany?
3. Why did reform spread so quickly through the Scandinavian countries?
4. How do you feel about the Roman Catholic Church owning so much land in Denmark? Does it seem right that the State took it?

Dissolution, Pilgrimage of Grace & The English Reformation

Map 30: The Dissolution of the English Monasteries,

Map 31: The Pilgrimage of Grace, & Map 32: The English Reformation ~ Pages 84-89

Discussion ~ Dissolution

1. Why did Henry VIII dissolve the monasteries and abbeys?
2. What happened to the land?
3. Where did the clergy go?
4. What effect do you think this may have had on the common citizen?

Discussion ~ Pilgrimage of Grace

1. Take a look at the timeline on the map. How quickly did life change for English citizens?
2. Why do you think the people fought for their religion?
3. Why do you suppose resentment toward the nobility became an issue in the protests?
4. Do you think Henry VIII was justified in declaring himself the head of the church and killing abbots?

The Pilgrimage of Grace, 1536
Frederick Kirk Shaw, Public Domain

Discussion ~ The English Reformation

1. Why did Henry VIII break from Rome, yet remain Catholic?
2. In just thirteen years, the English Church was under first Edward VI, then Mary Tudor. What do you think life must have been like during that time? Can you imagine that situation occurring where you live?
3. How did Elizabeth try to bring peace?
4. Why did both Catholics and Calvinists object to her “middle road” Anglicanism?

Vocabulary

Abbey = A monastery or convent; buildings for monks or nuns.

Friar = A member of a religious society that lives and works with the public.

Insurrection = A rebellion; a violent uprising.

Conciliation = The process of coming to an agreement; mediation.

Reprisal = A punishing action; retaliation.



Reform in Scotland & Reform in Poland

Map 33: The Scottish Reformation

& Map 34: Christian Churches in Late-Sixteenth Century Poland ~ Pages 90-93

Knox Dispensing the Sacrament
at the Calder House, 1895

Thomas Hutchison Peddie, Public Domain

Discussion ~ Reform in Scotland

1. How did Scotland's leadership initially react to church reform?
2. What primary concerns about Roman Catholicism did John Knox have?
3. What concerned Knox once the Reformation was established in Scotland?
4. How did Scotland's religion differ from her neighbor, England, to the south?
5. Knox and the other Scottish Reformers fought for their freedom to worship, and then against Catholicism. Do you think the story would have ended differently if they hadn't picked up arms?
6. Do you think Christians should fight persecution?



Discussion ~ Reform in Poland

1. What conditions in Poland enabled the spread of Reform?
2. Why did these conditions allow for pockets of Lutheranism, Calvinism, and smaller sects—even unorthodox groups?
3. What issues do you think arose from so many groups living close together?
4. How does Poland's Reformation seem to be different from reform in other areas you've read about?

Vocabulary

Covenant = A formal agreement.

Iconoclasm = The destruction of religious paintings and sculptures.

Liturgy = A structure and order for public worship.

Abdicate = To give up a position; to fail in a responsibility.

Episcopacy = A church governed by bishops.

Catechism = Religious teaching through questions and answers.

Pre-existence of Christ = The teaching that Jesus has existed from before his birth, before the earth existed.

Socianism = A term used for Anti-Trinitarians, Unitarians, and other unorthodox beliefs.

Unitarianism = A religion that rejects the Trinity, sin, hell, predestination, and biblical inerrancy.

Reform in France, Scandinavian Reform, The Dissolution of the English Monasteries, The Pilgrimage of Grace, The English Reformation, The Scottish Reformation, & Christian Churches in Late-Sixteenth Century Poland

Related Literature

Grades 4-6

- *Famous Men of the Renaissance and the Reformation* by Robert G. Shearer
- *John Knox* by Simonetta Carr
- *Lady Jane Grey* by Simonetta Carr
- *The Queen's Smuggler: William Tyndale* by Dave and Neta Jackson
- *The Bible Smuggler* by Louise A. Vernon

Grades 7-9

- *Courage and Conviction: Chronicles of the Reformation Church* by Mindy and Brandon Withrow
- *Famous Men of the Renaissance and the Reformation* by Robert G. Shearer
- *Reformation Heroes* by Diana Kleyn and Joel R. Beeke
- *Weight of a Flame: The Passion of Olympia Morata* by Simonetta Carr
- *The Last Abbot of Glastonbury: A Tale of the Dissolution of the Monasteries* by A.D. Crake
- *John Knox: The Sharpened Sword* by Catherine MacKenzie
- *William Tyndale: The Smuggler's Flame* by Lori Rich
- *The Hawk That Dare Not Hunt By Day* by Scott O'Dell

Grades 10-12

- *Foxe's Christian Martyrs* by John Foxe
- *The Thunder: A Novel on John Knox* by Douglas Bond
- *The Daring Mission of William Tyndale* by Steven J. Lawson
- *The Colloquies of Edward Osborne: Citizen and Clothworker of London* by Anne Manning
- *The Queens and the Hive* by Edith Sitwell
- *Innocent Traitor: A Novel of Lady Jane Grey* by Alison Weir
- *The Monastery* by Sir Walter Scott

Scripture to Consider

Read Romans 13:1-7; Matthew 2:1-12; Acts 5:17-29; Hebrews 11:23-28

1. Who establishes authorities and governments? (Rom. 13:1-7)
2. How should the believer respond to authority? Why? (Rom. 13:1-7)
3. Why didn't the wise men obey the authority of the land they were in? Who warned them? (Mt. 2:1-12)
4. Why did Peter and the apostles disobey the authorities? Who were they obeying? (Acts 5:17-29)
5. Who did Moses' parents obey? Who did Moses obey? (Heb. 11:23-28)
6. Are there circumstances in which a believer should defy authority? Name such a time.



Part 3: Catholic Reform and Counter-Reformation

Part Three: Catholic Reform and Counter-Reformation

Following the initial shock of the Protestant Reformation, Lutherans and Reformed Christians worked to develop and systematize their doctrine. Meanwhile, the Roman Catholic Church was forced to listen to the calls for reform from scholars and theologians within the church.

The Council of Trent met over a period of nearly twenty years to discuss the reformation of the Roman Catholic Church. By the end of Trent, it was clear that Roman Catholicism and Protestantism would not be reunited.

The Roman Catholic Reformation brought with it global change. The Society of Jesus, or Jesuits, arose with a commitment to spreading the message of the Roman Catholic Church through education, missions, and an opposition to Protestantism. This opposition was often exercised through military means. In an age of expanding foreign conquest, Jesuit missionaries travelled with explorers and Roman Catholicism spread to areas across the globe.

The period of the Counter-Reformation was marked by war, conquest, and violence. Often, as in the French Wars of Religion, the violence was not limited to men. Women and children were massacred in a series of brutal civil wars.

The Netherlands also fought bitterly over religion, many of the residents seeking religious freedom as Spain struggled to maintain control and enforce Catholicism. Spain fought to restore Catholicism in England as well, and failed.

Throughout Europe, the initial earthquakes of Reformation gave way to aftershocks. Battles were fought, and theology and doctrine was codified. Throughout the world, civilizations were overtaken and converted.



Confessionalization & Papal Reform and Reaction

Map 35: Christian Europe following the Peace of Augsburg, 1560,

Map 36: The Council of Trent 1545-47, Map 37: The Council of Trent 1551-1552,
& The Council of Trent 1562-63 ~ Pages 96-101

Discussion ~ Confessionalization

1. Why did Charles V wait so long to intervene during the Reformation?
2. Why do you think it took Lutherans so long to clarify what they believed?
3. Why wasn't it enough for the Lutheran Church just to know what they didn't believe?
4. How did the development of Lutheran denominational beliefs aid the Reformed Church?

Cathedral at Trent, 19th C, Public Domain

Discussion ~ Papal Reform And Reaction

1. What reform measures did Paul III initiate?
2. Why do you think it took the Roman Catholic Church so long to respond to complaints of church corruption?
3. In what ways were the decisions made at Trent I in opposition to what the Reformers believed?
4. How did the Protestants come to be involved at Trent II, and why didn't the two parties reconcile?
5. How did Trent III end any hope that the Protestant Church and the Roman Catholic Church might find unity at that time?
6. Do you think the Roman Catholic Church reform was sufficient given the issues they faced?

Vocabulary

Sanctification = The process of being made holy, set apart for God's purposes.

Dogma = A system of doctrine or beliefs.

Missionary = One on a mission; sent to share the gospel.

Bureaucracy = A government run by officials who were not elected by the people.

Celibacy = A commitment to remaining unmarried and sexually pure.

Purgatory = In Roman Catholicism: A temporary place those who are justified (saved) go to suffer so they can be purified.

Indulgences = A cancellation of some or all (a plenary indulgence) of the suffering due in purgatory. Issued by the Roman Catholic Church.

Sacraments = In Catholicism: Seven sacraments; an important part of salvation; outward signs of grace.
In Protestantism: Two sacraments; visible symbols of scriptural truths.

Ignatius Loyola, Rise of the Jesuits, & Francis Xavier

Map 39: Ignatius Loyola and the Formation of the Society of Jesus, Map 40: The Rise and Distribution of the Jesuits, & Map 41: The Travels of Francis Xavier ~ Pages 102-107



Discussion ~ Ignatius Loyola

1. Why did Ignatius Loyola feel his monastic journey was the right one?
2. What spiritual practices did Loyola advocate in following Christ?
3. How do you think Loyola's work impacted history?

Ignatius, Jan Bruegel the Younger (1601-1678), Public Domain

Discussion ~ Rise of the Jesuits

1. How did the Jesuits differ from other monastic orders?
2. What were their three main goals?
3. How did the Jesuits gain converts through education?
4. How did the Jesuits fight against the Reformation?
5. Do you think education is the most effective way to transform a culture?

Discussion ~ Francis Xavier

1. Do you see anything admirable to you about the path that Francis Xavier chose?
2. What do you think of how Xavier approached missions?

Vocabulary

Vision = A dream or a trance; supernatural sight.

Trance = Different from being awake or asleep; a state of being.

Pilgrimage = A spiritual journey.

Holy Land = The land of the twelve tribes of Jacob, Israel, and Palestine.

Ascetic = A person who denies themselves physical pleasure and needs to focus on spiritual matters.

Penance = A Roman Catholic sacrament; involves confession of sin to a priest and an assigned act of self-denial or repayment for healing from sin.

Meditation = To concentrate or focus on something; an attempt to enter a trance.

Mores = The morals, taboos, or recognized sins, habits, and priorities of a culture.

Catholic Missions to America & Jesuit Reductions

Map 42: Roman Catholic Missions to the Americas & Map 43: Jesuit Reductions in Paraguay
Pages 108-111

Vocabulary

Superstitious = Having beliefs based on magic, fear, and the supernatural.

Massacre = A brutal killing of many innocent people.

Conquest = A military takeover.

Natives = The original people group born in a place.

Slave = A person owned and controlled by another.

Colonist = A person living in a new place as part of a group.

Syncretism = The combination of religions or traditions.

Tradition = Teachings, practices, or beliefs passed on through generations; not based on Scripture.

Reservations / Reductions = A defined, separate area for a people group to live in.

Paternalism = Limiting the freedom of others as though they are children.

Regimentation = Ruling oppressively; controlling.



Discussion ~ Catholic Missions to America

1. What do you think of the way Spanish and Portuguese missions were conducted?
2. Do you think it was wise to combine missions with conquest? Why or why not?
3. What do you think of what Cortés and Pizarro did in Mexico and Peru?
4. Have you shared the gospel with anyone you know?
5. What do you think is the best way to “make disciples of all nations”? How do you want to share the gospel?

Francisco Pizarro on the island of Gallo
inviting soldiers to continue to Peru
Juan B. Lepiani (1864-1932), Public Domain

Discussion ~ Jesuit Reductions

1. The existence of reservations is criticized by many today. How were they a sixteenth-century attempt to protect native peoples?
2. How do you feel about slavery?
3. What do you think about the way the native people were treated in colonized countries? Was it biblical?
4. Do you see any advantages or drawbacks to the reservation system?
5. How do you think sin factors into the decisions governments and the strong or powerful sometimes make?

Confessionalization, Papal Reform and Reaction, Ignatius Loyola, Rise of the Jesuits, Francis Xavier, Catholic Missions to America, & Jesuit Reductions

Related Literature

Grades 4-6

- *Lives of the Explorers: Discoveries, Disasters (& What the Neighbors Thought)* by Kathleen Krull

Grades 7-9

- *Edmund Campion: Hero of God's Underground* by Harold Gardiner
- *Saint Ignatius and the Company of Jesus* by August Derleth
- *Saint Francis of the Seven Seas* by Albert F. Nevins
- *Cortés and the Aztec Conquest* by Irwin R. Blacker
- *Mission Boy: A Novel of Spanish Jesuits in Chesapeake Bay* by Gilbert Byron
- *Explorer* by Rupert Matthews

Grades 10-12

- *Saint Edmund Campion: Priest & Martyr* by Evelyn Waugh
- *The Autobiography of St. Ignatius* by Ignatius of Loyola
- *Set All Afire* by Louis de Wohl
- *The Golden Thread: A Novel About St. Ignatius Loyola* by Louis de Wohl
- *A Short Account of the Destruction of the Indies* by Bartolome de las Casas
- *The Broken Spears: The Aztec Account of the Conquest of Mexico* by Miguel Leon-Portilla

Scripture to Consider

Read Matthew 28:16-20

1. Can you find four specific instructions for followers of Jesus in Matthew 28:16-20?
2. Whose commands are believers to teach disciples to observe? (Mt. 28:20)
3. How do we know what Jesus commanded?
4. Are you being disciplined? If not, what godly man or woman can you ask for discipleship?

French Religious Wars & Netherlands Reform

Map 44: The Wars of Religion in France

& Map 45: The Early Reformation in the Netherlands ~ Pages 112-115

Discussion ~ French Religious Wars

1. What was the result of the French attempt to suppress the Huguenot faith through persecution?
2. The Huguenots responded to the raiding of their towns by fighting back. Do you think that was the right response?
3. Would you choose to fight in order to protect your mother or your siblings?
4. What do you think of Henry IV's reaction to political pressure?
5. Do you have convictions you would be willing to die for?

Discussion ~ Netherlands Reform

1. What do you think of the religious persecution that occurred in the Low Countries?
2. Why do you think people clung to their faith, rather than converting to Roman Catholicism, even in the face of death?
3. Do you think the iconoclastic riots were justified? Should the riots be considered a "cleansing of the temple," or a "removing the speck from your neighbor's eye with a log in your own"?
4. How will you live out your faith in relation to those around you who believe differently?

The Siege of La Rochelle in 1573
1623, Anonymous, Public Domain



Vocabulary

Freedom of Worship = The ability to legally and safely gather as a church to pray, praise, and study.

Synod = A meeting of church leaders.

Zealous = Extremely passionate and devoted to an idea or goal.

Martyr = Someone killed for their beliefs or teachings.

Penal Taxation = An especially harsh, punishing requirement to pay a large amount of money to the government.

Dutch Reform & The Spanish Armada

Map 46: Civil War and Independence in the Netherlands &
Philip II and the Destruction of the Spanish Armada ~ Pages 116-119

Vocabulary

Confession of Faith = A clear statement of beliefs.



English Ships and the Spanish Armada
Before 17th C, Public Domain

Discussion ~ Dutch Reform

1. What is the ethical difference between meeting an opposing army on the battlefield compared to and abusing and murdering defenseless women and children? Is either justified?
2. Why did the “Spanish Fury” enrage even those willing to be ruled by Spain?
3. Why was the Northern commitment to the individual’s freedom of conscience significant?
4. How did the struggles of the Netherlands, and ultimately the Peace of Westphalia in 1648, create freedom of religion for all in the northern Netherlands?
5. What continued to occur in the Spanish, or southern, Netherlands?
6. How do you feel about freedom of religion? Is it desirable or important? Does freedom of religion mean a Christian can’t share the gospel with others?

Discussion ~ The Spanish Armada

1. How extensive was Philip II’s land and military power?
2. What did Philip II see as his life mission?
3. How was the Spanish Armada defeated?
4. Do you believe God intervenes providentially in the lives of believers for their protection, discipline, and transformation?

French Religious Wars, Netherlands Reform, Dutch Reform, & The Spanish Armada

Related Literature

Grades 4-6

- *The Quest for Comfort: The Story of the Heidelberg Catechism* by William Boekestein
- *The Glory of Grace: The Story of the Canons of Dort* by William Boekestein
- *Faithfulness Under Fire: The Story of Guido de Bres* by William Boekestein
- *You Wouldn't Want to Sail in the Spanish Armada!* by John Malam
- *When Morning Came* (1st in Trilogy) by Piet Prins

Grades 7-9

- *Courage and Conviction: Chronicles of the Reformation Church* by Mindy and Brandon Withrow
- *Hammer of the Huguenots* by Douglas Bond
- *Dr. Oma: The Healing Wisdom of Countess Juliana Von Stolberg* by Ethel Herr
- *Wings Like a Dove: The Courage of Queen Jeanne D'Albret* by Christine Farenhorst
- *By Pike and Dyke: A Tale of the Dutch Republic* by G.A. Henty
- *By England's Aid: The Freeing of the Netherlands* by G.A. Henty
- *St. Bartholomew's Eve: A Tale of the Huguenot Wars* by G.A. Henty
- *Mary of Orange: At the Mercy of Kings* by Linda Finlayson

Grades 10-12

- *Foxe's Christian Martyrs* by John Foxe
- *Renée of France* by Simonetta Carr
- *My Brother's Crown* by Mindy Starns Clark and Leslie Gould
- *Lysbeth: A Tale of the Dutch* by H. Rider Haggard
- *Marguerite de Valois* by Alexandre Dumas
- *The Forty-Five Guardsmen* by Alexandre Dumas
- *The Black Tulip* by Alexandre Dumas

Scripture to Consider

Read Matthew 5:1-12; 5:43-48

1. What kind of character does Jesus teach his followers to seek? (Mt. 5:1-9)
2. How should believers view persecution? (Mt. 5:10-11)
3. How are believers to respond to those who seek to harm them? (Mt. 5:43-48)
4. Does this mean we cannot flee harm? Are there examples of believers fleeing in Scripture?
5. Do you ever struggle to love your enemies?



Part 4: Early Modern Europe

Part Four: Early Modern Europe



In the first half of the seventeenth century, Europe sought stability while the Protestant and Roman Catholic Churches struggled to establish dominance, or at the very least, an uneasy peace.

Ireland resented and fought against attempts to colonize the island with Protestants. Groups of English seeking religious purity and freedom set sail for the Americas, establishing churches of their own, separate from the Church of England.

In the New World, denominations separated by area, with smaller sects developing areas of religious freedom where people could live together on the basis of democracy rather than religious beliefs. The fight for religious freedom was rocky, and marked with tension and conflict. A few Protestant missionaries labored to share the gospel with Native Americans, though tensions between the tribes and the settlers and internal native persecution of new converts complicated the work.

Two wars—one in England and one on continental Europe—emphasized the interwoven nature of early modern politics and religion, with blood spilt both over doctrine and over wealth and political gain. Europe settled into an uneasy toleration of religion, with even the Jewish people allowed to live safely in some places.

As colonization continued throughout the world, Japan became an important trading post. Many Japanese were converted to Roman Catholicism before widespread government persecution nearly ended service of Christ on the island country.

The European Reformations indeed changed the course of global history. The period made our world what it is today, helped define modern Christian denominations, and established tensions and conditions that developed into conflict later in the modern era.

Ireland & The Great Migration

Map 48: Catholics and Protestants in Ireland
& Map 49: English Puritans Migrate to North America ~ Pages 122-125

Landing of the Puritans in America
1883
Antonio Gisbert (1834-1902)
Public Domain



Discussion ~ Ireland

1. How did the Irish feel about Protestantism?
2. How did England attempt to “convert” the Irish?
3. What do you think of this scheme?
4. Why do you think the English plantation system failed in Ireland?
5. What abuses occurred with the plantation scheme?

Vocabulary

Mendicant Orders = Groups of monks who lived ascetic lives in poverty, begging for needs.

Expatriate = An immigrant; someone living in a country they were not born in.

Nonconformist = English Protestants who did not follow the traditions of the Church of England.

Separatist = Nonconformists who started their own churches.

Discussion ~ The Great Migration

1. What conditions caused the Great Migration?
2. Why do you think the Separatists valued freedom of religion enough to risk moving to the Americas?
3. What factors kept New England from becoming Anglican?
4. In what ways was the migration to North America similar to the plantation of Ireland?
5. In what ways was it different?
6. What do you think motivated immigrants to return home to England and fight?

Christian Europe 1600 & The Early Settlers

Map 50: Christian Confessions in Europe in 1600
& Map 51: English Migrants Settle in New England ~ Pages 126-129

Discussion ~ Christian Europe 1600

1. What factors contributed to unrest in Europe during the sixteenth and seventeenth centuries?
2. What councils and documents helped define the doctrinal statements and denominations of the three main churches?
3. What positive effects did clarifying doctrine through confessions have?
4. What continued to divide Protestants, Anabaptists, and Catholics?
5. Do you think confessions are important today? Why or why not?

Vocabulary

Orthodoxy = Agreeing with the basic beliefs of the Christian faith; not heresy.

Codify = To arrange and organize; systematize.

Uniformity = Remaining the same; all being the same.

Dissenter = A person who disagrees.

Discussion ~ The Early Settlers

1. How were North American colonies originally founded?
2. Why did the Pilgrim Fathers and further settlements of Puritans come to America?
3. How did their motivation impact their form of governance and citizenship?
4. How did the Massachusetts Bay Company see Christian government?
5. What changes did dissenters and Baptists make to the landscape of America?
6. What difficulties can you anticipate arising in the new settlements with all the religious diversity?

Assertion of Liberty of Conscience by the
Independents of the Westminster Assembly
of Divines, 1847

John Rogers Herbert (1810-1890)
Public Domain



Germany 1618

Map 52: Christian Confessions in Germany in 1618 ~ Pages 130-131

Discussion ~ Christian Germany 1618

1. What was the priority of the German rulers?
2. What priorities did Charles V hold? What challenges did he encounter while attempting to enforce his wishes?
3. Did Germany have true freedom of religion?
4. Persecution has a way of spreading religion, even if it is suppressed in the original areas. What spread in the early seventeenth century?
5. What do you think of all the struggle and change in Germany? Do you think freedom of religion is important? Why or why not?
6. How will learning about the struggles of the Reformation change how you treat others who don't express their faith as you do, or who do not hold to a faith in Christ?

Vocabulary

Refugee = Someone fleeing their home during war or persecution.

Schmalkaldic War, 1630
Anonymous, Public Domain



The Thirty Years' War & After the War

Map 53: The Thirty Years' War: 1620-1648

& Map 54: The Peace of Westphalia, 1648 ~ Pages 132-135

Discussion ~ The Thirty Years' War

1. What circumstances led to the Thirty Years' War?
2. How did countries other than Bohemia become involved?
3. How did mercenary armies and greed add to the carnage and pain?
4. How close did mainland Europe come to being forced into Catholicism again?
5. What do you think would have happened if Sweden's King Adolphus hadn't given his life to fight for Protestantism?
6. What do you think the Thirty Years War was motivated by?
7. How would you feel about someone fighting you because of your faith?

Vocabulary

Defenestration = To throw someone from a window; to remove a leader from power.

Assassinate = To kill someone for religious or political differences; an attack, not an execution.

Repudiate = To publicly deny authority.



The Siege (Defense of a Church Courtyard during The Thirty Years' War
1848, Carl Friedrich Lessing (1808-1880), Public Domain

Discussion ~ After the War

1. How did the Reformed Church benefit from the war?
2. How was Germany devastated by the war?
3. Why do you think suffering encouraged mysticism?
4. What devastation results from war?
5. How are we called to spread the gospel in Scripture? Where do you see that?
6. Does all the death and destruction from the religious wars of the Middle Ages inspire you to share the gospel more earnestly or to study the Bible more diligently?

Ireland, The Great Migration, Christian Europe 1600, The Early Settlers, Germany in 1618, The Thirty Years' War, & After the War

Related Literature

Grades 4-6

- *You Wouldn't Want to Sail on the Mayflower* by Peter Cook
- *You Wouldn't Want to be an American Colonist* by Jacqueline Morley
- *William Bradford: Pilgrim Boy* by Bradford Smith
- *Almost Home: A Story Based on the Life of the Mayflower's Mary Chilton* by Wendy Lawton
- *The Captive Princess: A Story Based on the Life of Young Pocahontas* by Wendy Lawton
- *The Legend of Squanto (Radio Theatre)* by Paul McCusker
- *The Inheritance* by Christoph Von Schmid

Grades 7-9

- *Courage and Conviction: Chronicles of the Reformation Church* by Mindy and Brandon Withrow
- *The World of Captain John Smith* by Genevieve Foster
- *A Plymouth Pilgrim: William Bradford's Eyewitness Account* by Donald W. White
- *The Witch of Blackbird Pond* by Elizabeth George Speare
- *The Legend of Squanto (Radio Theatre)* by Paul McCusker
- *The Iron Peacock* by Mary Stetson Clarke
- *The Lion of the North: A Tale of the Times of Gustavus Adolphus* by G.A. Henty
- *Won by the Sword: A Tale of the Thirty Years' War* by G.A. Henty
- *Memoirs of a Cavalier* by Daniel Defoe

Grades 10-12

- *Foxe's Christian Martyrs* by John Foxe
- *A Plymouth Pilgrim: William Bradford's Eyewitness Account* by Donald W. White
- *The Journal of John Winthrop, 1630-1649: Abridged Edition* by John Winthrop,
edited by James Savage, Richard S. Dunn, and Laetitia Yaendle
- *Standish of Standish: A Story of the Pilgrims* by Jane G. Austin
- *The Scarlet Letter* by Nathaniel Hawthorne
- *Antonia* by Jessie Van Zile Belden
- *The Thirty Years War* by C.V. Wedgwood
- *The Mayflower Compact*

Scripture to Consider

Read Ephesians 4:17-32

1. What does it mean to “put off your old self” and to “put on the new self”? (Eph. 4:17-24)
2. How should believers live? (Eph. 4:25-32)
3. What circumstances can make it difficult to become more like Christ?
4. How can you seek to become more like Christ even in the hard times?
5. Has this study impacted the way you see your relationship with Christ? If so, how?

Europe 1648 & North American Colonies

Map 55: The Religious Settlement in Europe after 1648
& Map 56: European Colonies in North America ~ Pages 136-139

Discussion ~ Europe 1648

1. How was the Treaty of Westphalia unique and important in history?
2. How did the borders and politics of European countries change as a result of the War?
3. What did the Treaty of Westphalia mean for the Catholic Church?
4. How difficult do you think it would be to have your faith accepted or threatened depending on your ruler?
5. Have you ever felt you were persecuted for your faith?
6. Has your study of the European Reformations changed how you think or feel about persecution?

Discussion ~ North American Colonies

1. How did so many religious sects end up in such a small area of the American colonies?
2. What countries initially colonized America?
3. What are some of the challenges that John Eliot and Thomas Mayhew Jr. faced in evangelizing Native Americans?
4. How effective was their work?
5. Do you think sharing the gospel with Native Americans was worthwhile?
6. Do you think the “Praying Towns” were a good idea at the time?



Indians on Horses
August Macke
(1887-1914)
Public Domain

Origins of the English Civil War & After the Civil War

Map 57: The English Civil War: 1640-43 & The English Civil War: 1644-49 ~ Pages 140-143

Discussion ~ Origins of the English Civil War

1. What were Queen Elizabeth and King James both committed to?
2. How did Charles I antagonize many of the Christians in England?
3. Why was Scotland provoked by the imposition of Armenian worship?
4. Why did the Irish Rebellion occur? Do you remember Queen Elizabeth's tactic for dealing with Catholicism there?
5. What tragedies do you think occur in a civil war that may not occur in other wars?



Cromwell Dissolving the Long Parliament, 1907
Andrew Carrick Gow (1848-1920), Public Domain

Discussion ~ After the Civil War

1. Why do you think Charles I restarted the war?
2. The winning Puritans were divided in doctrine and purpose. Have you experienced that kind of division, even among those who are supposed to be united?
3. What group did the Westminster Confession unite?
4. How did the Restoration Settlement and the Clarendon Code affect England?
5. How do you feel governments should deal with religion?

Vocabulary

Civil War = A war between two sets of a country's citizens.

High Church Practice = Worship that follows a structured liturgy.

Sect = A religious group that breaks off from a larger group; sometimes heretical.

Cromwell's Foreign Wars & Mission to Japan

Map 59: Oliver Cromwell's Foreign Wars, 1649-58
& Map 60: Roman Catholic Missions to Japan ~ Pages 144-147

Discussion ~

Cromwell's Foreign Wars

1. What admirable things did Cromwell do?
2. What did Cromwell do that seems questionable or negative to you?
3. Has this study changed how you see freedom of religion?
4. Do you think religious freedom is important enough to fight for?
5. What do you think occurs when freedom of religion is lost?

Discussion ~ Mission to Japan

1. How large was the Catholic Church in Japan in 1600?
2. How did Japanese Christianity come to crisis?
3. How complete was the persecution of Christians?
4. What do you feel the ultimate goal of a Christian's life ought to be?
5. What have you learned from this study?
6. How will you live differently as a result of what you've learned?



Vocabulary

Seminary = A school to educate future pastors and theologians.

Imperialism = Growing an empire by force.

Apostasy = A Christian rejects their own faith in God and renounces their own salvation.

Apostatize = The act of committing apostasy.

Remnant = A small group remaining faithful to God.

The Yomeimon Gate of Toshogu Shrine, Nikko, Japan
1907, Robert Weir Allan (1852-1942), Public Domain

The Thirty Years' War, After the War, Europe 1648, North American Colonies, Origins of the English Civil War, After the Civil War, Cromwell's Foreign Wars, & Mission to Japan

Related Literature

Grades 4-6

- *The Tinker's Daughter: A Story Based on the Life of Mary Bunyan* by Wendy Lawton
- *Hunted and Harried* by R. M. Ballantyne
- *Dangerous Journey: The Story of Pilgrim's Progress* by Oliver Hunkin
- *The Two Margarets: Danger on the Hill* by Catherine MacKenzie
- *The Sign of the Chrysanthemum* by Katherine Patterson

Grades 7-9

- *Courage and Conviction: Chronicles of the Reformation Church* by Mindy and Brandon Withrow
- *Against the Tide: The Valor of Margaret Wilson* by Hope Irvin Marston
- *Duncan's War* (1st in trilogy) by Douglas Bond
- *Madeleine Takes Command* by Ethel C. Brill
- *The Pilgrim's Progress: In Modern English* by John Bunyan
- *John Bunyan: Journey of a Pilgrim* by Brian H. Cosby
- *The Samurai's Tale* by Erik C. Haugaard
- *The Children of the New Forest* by Frederick Marryat

Grades 10-12

- *Foxe's Christian Martyrs* by John Foxe
- *Governor of England* by Marjorie Bowen
- *The Pilgrim's Progress* by John Bunyan
- *The Grey Man* by S.R. Crockett
- *The Red Axe* by S.R. Crockett
- *My Lady Rotha: A Romance* by Stanley J. Weyman
- *Adam Hepburn's Vow: A Tale of Kirk and Covenant* by Annie S. Swan
- *The Samurai* by Shusaka Endo
- *Samurai William: The Englishman Who Opened Japan* by Giles Milton

Scripture to Consider

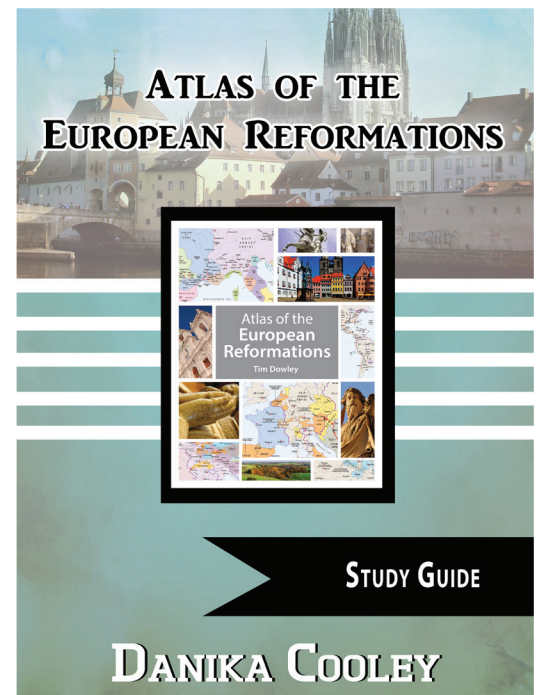
Read Titus 3:1-11

1. How ought a Christian behave? (Titus 3:1-3)
2. How is a Christian saved? Why is a Christian saved? (Titus 3:4-7)
3. Why do Christians do good works? (Titus 3:8)
4. What are believers to avoid? (Titus 3:9-11)
5. What does the Bible tell us is good news? Why should we concentrate on that good news? (Titus 3:1-11)
6. What truth is important enough to base your life on?
7. Do you need to make any changes in your life?

THE REFORMATIONS

The European Reformations were a time of great change, confusion, and controversy. As the corruption and complacency of the Medieval and Renaissance Roman Catholic Church permeated every aspect of Medieval life the call for reform grew louder, stronger, and more diverse both from within and from outside the church. The resulting changes and movements brought war, persecution, and chaos, but ultimately religious freedom won and a new gospel was preached. The Catholic Church reformed in response to the formation of the Protestant Church, evangelizing to the far reaches of the globe. Protestants continued to debate doctrine and theology, forming several sects of the new Protestant Church. Tim Dowley's *Atlas for the European Reformations* will help students understand the entire Reformation in its historical context.

The Study Guide will assist parents and youth leaders in guiding and facilitating constructive discussion. Students will come away from their study of the European Reformations with a new understanding of history, both from a Protestant and from a Roman Catholic point of view.



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