

**Date:** \_\_\_\_\_ **Student Name:** \_\_\_\_\_

## **Week 10 - Early Lights of the Reformation**

### **General Information for All Grades**

This week will focus on the stories of three men who were all named John: John Wycliffe (or Wyclif), John (or Jan) Hus, and Johannes Gutenberg. Wycliffe has been called the Morning Star of the Reformation, Hus was martyred for preaching Wycliffe's ideas in Bohemia, and Gutenberg enabled many Europeans to read and understand the ideas of Wycliffe and Hus when he invented an efficient printing press. God used each of these individuals to significantly alter the course of history. These three Johns actually lived before the fascinating time of the Protestant Reformation, which we will study in detail in Unit 2. But although they belong more to the Middle Ages than to the modern age that followed, these men fueled the spirit that eventually broke forth in a powerful way a few years later.

Wycliffe and Hus stood all but alone against the corrupt leaders of the Roman Church, fighting for principles of the righteousness as defined by the Bible, not by church officials. Wycliffe and Hus truly "understood the times and knew what (Israel) should do". (1 Chronicles 12:32). For this reason, they are called 'early lights' of the Reformation. Gutenberg also had a vision to see God's truth proclaimed. His dogged pursuit despite all obstacles, in addition to the vast influence of his printing press, should inspire us to pursue God-given good works. God used Wycliffe, Hus and Gutenberg as "early lights," to provide inspiration, vision, and courage for the men and women of the Protestant Reformation. As with many ordinary individuals who have been chosen by God to do profound deeds in history, the witness of their ministry far outlasted their lifetimes.

Our study this week also encompasses larger events in history: for dialectic students, it involves an in-depth look at the Wars of the Roses. All students will want to review this past unit and, as it were, step back to look at the "big picture" that we have covered in detail over the last ten weeks. In all our talk about the interrelation of the threads in God's overarching purposes in the tapestry of time, we must not lose sight of the fact that the "threads" we speak of are made up of individual lives. Real people lived and died during the times we are studying, people who had hopes, fears, joys, and griefs, just like you. They experienced pain, happiness, and disappointment. They were children once; they had parents, neighbors, siblings and friends. Seldom did their lives turn out as they thought they would when they were young. In fact, even the three Johns most likely did not think of themselves as anyone special, especially when they were young boys. They just lived life, doing the things they needed to each day. It was God who chose to use their lives to affect the world in mighty ways.

As we read in depth about these individuals this week, remember that they were not supermen. Their humanity, their frailty, and their weaknesses are obvious in the accounts you will read or hear - take note of this. Otherwise you run the risk of being less affected by their lives than you should be. As heroes become larger than life to us, they seem to become less like us, and as a result, we feel as though we cannot identify with them. Despite the fact that what happened to them should be instructive and inspiring to us. In order to fight the tendency to distance yourself, try to walk through their lives with them as you read this week, imagining yourself in their shoes. Look for similarities between the stories of Wycliffe, Hus, and Gutenberg and your own. Also note aspects of their lives that are very different, realizing that God uniquely prepared each man to play his ordained part in history. You do not know the great things God may have planned for your life that He is preparing for you now. As you read about these men, and as you review all that we have studied of God's work during the Middle Ages, be reminded of God's faithful sovereignty, both then and now. In many ways, your times are just as extraordinary as theirs were!

### **READING**

#### **ALL - ENRICHMENT or READ ALOUD**

- Story of the World Vol II Chapter 35 - Gutenberg's Great Invention**
- Streams of Civilization Vol 1: (Start at War of the Roses) 350, 370-376 (stop at the Reformation)**
- Famous Men of the Middle Ages, - Chapters on Gutenberg and Warwick the Kingmaker**

#### **LG Reading Assignments:**

- Marguerite Makes a Book by Bruce Robertson

#### **UG Reading Assignments**

- \_Fine Print by Joann Johansen Burch

#### **DIALECTIC & RHET Reading**

- Church History in Plain Language by Bruce Shelley, Chapter 23
- The World of Columbus and Sons, by Genevieve Foster p 1-23
- Invitation to the Classics, by Louise Cowan and Os Guinness 103-106
- The Foxe's Book of Martyrs by John Fox Chapters 6 & 7

**Review your vocabulary words from the Unit**  
**All Levels People to Study**

*John Wycliffe*

Handwriting practice lines for the name John Wycliffe, consisting of a solid top line, a dashed midline, and a solid bottom line.

Multiple sets of blank handwriting practice lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.

*Jan Hus*

Handwriting practice lines for the name Jan Hus, consisting of a solid top line, a dashed midline, and a solid bottom line.

Multiple sets of blank handwriting practice lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.

Johannes Gutenberg

**Dialectic and Rhetoric People**

Edward IV

Edward V (never/Crowned)

Richard III

*Henry Tudor* (HenryVII)

Blank handwriting practice lines.

Blank handwriting practice lines.

## Week 10

### Dialectic and Rhetoric

#### Accountability Questions:

On Johannes Gutenberg:

1. What kind of family did Gutenberg come from?
2. What early experiences perfectly suited Gutenberg for his future work of invention?
3. List three problems Gutenberg faced in making his invention work, and tell how he overcame them.
4. What was the most famous book Gutenberg printed?

On John Wycliffe (Based on information from *Morning Star of the Reformation*)

5. What kind of family did Wycliffe come from?
6. What character qualities did Wycliffe exhibit, both good and bad, and how did they help or hinder him in pursuing his life's calling?
7. Do some online research to find out when Wycliffe lived. Who was ruling England, and what major events occurred during his lifetime?
8. Why do we call John Wycliffe the "Morning Star of the Reformation"? In what way was his teaching a true anticipation of the Protestant Reformation?

On the War of the Roses

9. Study the 'simplified' family tree on page 19 to help you see the relationships of those who held the kingship during the Wars of the Roses. Note that the major figures are bolded!