

GENERAL INFORMATION FOR ALL GRADES

This is a very full week, during which we will see the Protestant Reformation spread from its German beginnings to cover lands all over northern Europe. As the rediscovery of gospel truths spread, many people wanted to take the principles of reformation much farther than Martin Luther did. As they started reading the Scriptures for themselves in their own languages, Protestant religious leaders found more and more points on which to disagree with the Roman Catholic Church—and often with each other, too.

The Anabaptists were one group of people who were persecuted by almost everybody. Their name means “re-baptizers,” because they believed that Scripture taught that only people who had made a personal choice to believe in Jesus should be baptized. For this reason, they thought that infant baptism was not valid. They developed a practice of baptizing each other again as adults. Anabaptists tried to live lives strictly in keeping with Jesus’ teaching, such as His command to “let your yes be yes and your no be no,” which kept them from taking oaths, or to “turn the other cheek,” which led them to be pacifists, refusing to engage in physical violence for any cause whatsoever, including the defense of hearth and home. Such beliefs were radically different from those of other Christians, and got them into trouble with Catholic and Protestant governments alike.

In Switzerland, the Reformation was first led by Huldreich Zwingli, and then by John Calvin. Zwingli shared Luther’s passion for studying Scripture, and as a pastor, persuaded the people of his town of Zurich to strip their worship services of any elements not commanded by Scripture. In the nearby lakeside city of Geneva, a young French exile, John Calvin, helped set up a government for the city according to Protestant principles. When Luther and his generation of Reformers died, Calvin’s Geneva became the center of Protestantism, providing both a haven for many Reformers fleeing persecution in their own lands and a model for Christian community. A scholar by nature, Calvin also devoted his life to writing and revising his *Institutes of the Christian Religion*, a systematic exploration, from a Protestant perspective, of what Scripture teaches on a whole variety of issues. In particular, he treasured the doctrine of God’s sovereign, active, personal rule over His creation, which Calvin saw as having broad implications for every aspect of life.

Kings and princes could also be Reformers, from a variety of motives. King Gustav I of Sweden led his countrymen in a revolt against Denmark, which had long ruled over all Swedish lands. When he became Sweden’s first king, he established Lutheranism as the state religion of Sweden.

King Henry VIII of England made his country Protestant even though he himself was a staunch Catholic in doctrine. England’s reformation came in phases, and the first phase primarily involved the severing of Rome’s authority over the English church. Henry’s “reformation,” made in pursuit of a male heir not a new approach to God, was thus purely constitutional, but it opened the way for Englishmen who did care about doctrine to further reform the church according to Protestant beliefs thereafter.

LOWER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Continue to prepare for your Unit Celebration. (Week 2 of 4)
 - ☐ Do more work on your costume this week.
 - ☐ Plan the menu for your Unit Celebration. See the Year 2 Arts/Activities page of the *Tapestry* website for Renaissance food ideas.
2. Do you live near an Amish, Moravian, or Mennonite community? If so, plan with your teacher a field trip to visit. While there, interview men, women, and children about their customs, if possible. Observe any ways of life that might differ from yours. When you return from your field trip, make a small booklet or display including information and drawings of your day in order to share with others what you learned.¹

Try these activities from *Learn and Do Color!*

3. Learn about the use of neutral colors. Complete the worksheet in your book demonstrating what you've learned.
4. Using paints or colored pencils, create a picture that uses only neutral shades.

GEOGRAPHY

With your teacher's help, learn more about the countries of the Protestant Reformation:

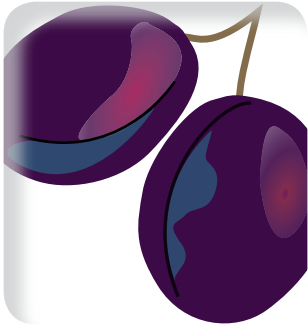
1. Find Switzerland on a map. Which countries border it? Find Zurich and Geneva in Switzerland.
2. Find Sweden. King Gustav I, who made Sweden a Lutheran country, was the first king of independent Sweden.
3. Look at pictures of Switzerland and Sweden in library books.

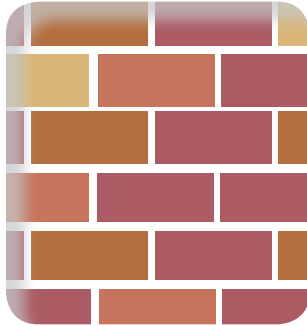
¹ Students will be given another opportunity to do this activity when we study the settlement of Pennsylvania in Week 24.

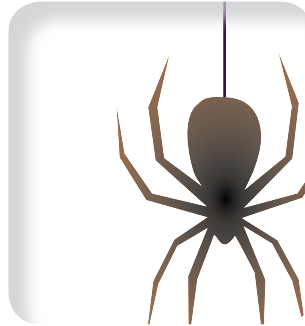
LITERATURE

Worksheet for *Mother Goose: A Collection of Classic Nursery Rhymes*, selected by Michael Hague

Below are pictures to remind you of some of the nursery rhymes you read this week. For each rhyme represented here, write the name of the main character in the blank provided. (HINT: It may not be the character in the picture!)











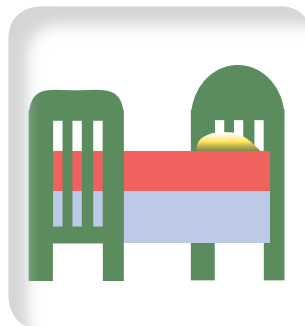














UPPER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Continue to prepare for your Unit Celebration. (Week 2 of 4)
 - ☐ Do more work on your costume this week.
 - ☐ Plan the menu for your Unit Celebration. See the Year 2 Arts/Activities page of the *Tapestry* website for Renaissance food ideas.

Try these activities from *Art for Kids: Drawing*:

2. Learn the basic rules for drawing bodies. Try to draw a sibling, a parent, or a friend.
3. After you've made a simple sketch, add in clothing. Remember to use shading and the other techniques that you have learned.

GEOGRAPHY

1. Find Switzerland on a map.
 - ☐ Note the countries that border it today. Which territories surrounded Switzerland in Calvin's day?
 - ☐ Find Zurich and Geneva on your resource map.
 - ☐ OPTIONAL: You may want to label a paper map with Swiss cantons and surrounding territories, as well as major Swiss cities.
2. Find Sweden. King Gustav I, who made Sweden a Lutheran country, was the first king of independent Sweden.
3. Find England, where King Henry VIII ruled.
4. Look at pictures of Switzerland and Sweden in library books.

LITERATURE

Worksheet for *Huguenot Garden*, by Douglas Jones

Answer the following questions from your reading.

1. Who are the Martineau family members that the reader meets in chapter 1?

2. What kind of animal is the Martineau family pet, and what is its name?

3. Why do the King's soldiers come?

4. How do the children help Mother before the baby is born?

5. Why does the family not participate in St. Bartholomew's Feast Day?

6. What is Abraham's excuse when he is stopped by soldiers?

7. What is the new baby's name?

8. What are some of the occupations that Huguenots are not allowed to participate in?

9. How does the family observe the Sabbath?

10. What is the trouble that arises in the Martineau family?

DIALECTIC LEVEL

HISTORY

Accountability Questions

1. What is a mercenary soldier? With which notable figure are the Swiss mercenaries still associated today?
2. From which Swiss canton was Zwingli?
3. From which Swiss canton did John Calvin lead the Swiss Protestant Reformation?
4. List at least four significant ways that John Calvin influenced the world.
5. Why did Pope Leo X give Henry VIII the title of “Defender of the Faith”?
6. Briefly, why and how did Henry VIII sever the Church of England from Roman Catholic authority?
7. Which of Henry VIII’s children came to the throne after his death, and in what order?
8. Why did the English people not support Lady Jane Grey, even though she was Protestant?
9. Who were the parents of Mary I of England? Why might you expect her to attempt to return England to the Roman Catholic Church?

Thinking Questions

1. It is often said that there were two Reformations in England (and in later weeks, we will learn why). Prepare to discuss the Protestant Reformation as it was initiated by Henry VIII, using the following questions:
 - ☐ How would you describe the character of Henry VIII, who commanded the separation of Roman Catholic Englishmen from their church leadership, demanding that he be made the head of both church and state?
 - ☐ Why did most of the people not oppose Henry VIII as he severed their churches from Roman Catholic rule?
 - ☐ Why did the English people support Henry’s daughter, Mary I, in her claim to the throne but not support her in her attempts to return the country to Roman Catholicism?
2. Henry caused the rupture with the Roman Catholic Church by styling the pope as a “foreign bishop” with no more authority in England than other foreign bishops. Why, then, did he persecute both Lutheran and Calvinistic Reformers (even suppressing his wife, Catherine Parr), men who sought to bring Englishmen the Word of God in their own tongue (like William Tyndale), and those who would not break with Rome at his command (like Sir Thomas More)?
3. Compare and contrast the Reformation in German territories and that in England, answering the following:
 - ☐ What were the relative political conditions in these two areas? (List similarities and differences.)
 - ☐ To what degree did nationalistic sentiment help to forward the Reformation in both regions?
 - ☐ What was the “heartbeat” of the Reformation movement in each area?

FINE ARTS AND ACTIVITIES

1. Continue to prepare for your Unit Celebration. (Week 2 of 4)
 - ☐ Do more work on your costume this week.
 - ☐ Plan the menu for your Unit Celebration. See the Year 2 Arts/Activities page of the *Tapestry* website for Renaissance food ideas.

When you have completed your reading from *Amazing Leonardo da Vinci Inventions You Can Build Yourself*, choose one of the following projects to do this week:

2. Build a model parachute. Once you’ve finished, see if it works by dropping it from the top of a high wall.
3. What is an anemometer? Read about this instrument in your resource, and then try to make a mechanical or a hemispheric one. See if it works, and record your results.

GEOGRAPHY

1. Continue to work on the map of Protestant, Catholic, and Muslim territories that you started last week. (Week 2 of 3)
2. You may need to fill out several blank outline maps to accomplish the following goals this week. Ask your teacher to check the activities she wants you to complete before you start.
 - ☐ On a blank outline map of Europe, find and label Switzerland and the countries and regions that border it. Locate Zurich and Geneva as well.
 - ☐ Find and label Sweden. King Gustav I, who established Lutheranism as Sweden's national religion, was the first king of an independent Sweden, as it had previously been ruled by Denmark.
3. Using a historical atlas, compare the boundaries of the ancient Roman Empire (at its height) to the divisions between Protestant and Catholic territories in the sixteenth century. What do you notice?
4. Look at pictures of Sweden and Switzerland in library books.

CHURCH HISTORY

The Church in History, by B.K. Kuiper

Your recommended resource, *The Church in History*, has questions for discussion listed in each chapter. After you finish reading chapters 24-25 and sections 3-7 of chapter 28, look at the questions on pages 202-203, 209, and 229 (questions 1-7). When you have finished, check your answers in the book. Then ask your teacher to look over your work, and discuss with her anything you didn't understand.

LITERATURE

Worksheet for *Poetry for Young People: William Shakespeare*, edited by David Scott Kastan and Marina Kastan

1. Traditionally, Shakespeare's plays have been divided into three sub-genres, as listed below. Look up these terms in a dictionary and write out their literary definitions in the spaces provided.

COMEDY

HISTORY

TRAGEDY

2. After writing the above definitions, check with your teacher to make sure you wrote the correct answers. Then, try to identify the sub-genre of the following Shakespeare dramas from which you read excerpts this week.

A Midsummer Night's Dream

The Merchant of Venice

Antony and Cleopatra

The Tempest

Hamlet

Henry V

Macbeth

Julius Caesar

Henry IV

As You Like It

Richard II

Richard III

Othello

Twelfth Night

King Lear

Romeo and Juliet

3. Ask your teacher if you should begin memorizing act III, scene i, lines 56-88 of *Hamlet*, found on p. 16 of this week's assignment. (You should try to finish by the end of Week 19, so pace your efforts accordingly.)

RHETORIC LEVEL

HISTORY

Accountability Questions

1. As you read this week, fill in the two charts on pages 20-21. The first compares the doctrines of major Swiss Reformers. The second, for which you will complete only the first column this week, lays the foundation for our studies of the English Reformation. (We will complete this second chart in Week 19 with the Thirty-Nine Articles and the Scottish Presbyterian John Knox.) Note that you may need to check your Church History resources for some of this information, or do some extra research online, according to your teacher's direction. Bring both charts to your discussion for reference.
2. Where was John Calvin originally born? How did he come to be a leader in the Swiss city of Geneva?
3. What were the seven central doctrines of the Anabaptists (as listed in *Famous Men of the Renaissance and Reformation*)? Why do you think they were shunned by Protestants and Roman Catholics alike?
4. In what ways was Henry VIII an "ideal Renaissance prince" when he started his reign?

Thinking Questions

1. Summarize the main ideas that all Reformers held in common. What were the central doctrines they agreed upon?
2. Which major doctrine was disputed by Luther and Calvin? What did each believe about it?
3. Given the Act of Supremacy and the content of the Six Articles, how was England's break with Rome a "Protestant" Reformation? How did it differ from the Reformation in German or Swiss territories?
4. The doctrine of predestination, taught by John Calvin, is an especially controversial and pivotal doctrine among those discussed by the Reformers. Today, modern "Calvinists" are generally identified as those who hold to the "five points of Calvinism." These were formulated, not by Calvin himself, but by his followers in response to the teachings of the Dutch theologian Jacob Arminius, who lived a generation after Calvin. The "Five Articles of Remonstrance" expressed by Arminius's followers, and the corresponding "Five Points of Calvinism" formulated by the Reformed Synod of Dort, have to do with the implications of the doctrine of God's sovereignty in the area of salvation. This week, do some outside research (perhaps on the Internet) to discover what Calvinists teach about the five issues under discussion, and then fill out the appropriate column of the chart below (be sure to include relevant Scripture references). You will do the same next week with the Arminians' side of the chart, and then go over the two positions with your teacher in your discussion time. (You may need to expand the chart in your notebook.)

	CALVINISM	ARMINIANISM
HUMAN WILL		
BASIS OF ELECTION		
EXTENT OF CHRIST'S ATONEMENT		
CAN MAN OBSTRUCT GOD'S GRACE?		
CAN MAN LOSE HIS SALVATION?		

VIEWS ON...	ANABAPTISTS	HULDRICH ZWINGLI	JOHN CALVIN
SALVATION, WILL, AND WORKS	<i>Agreed with Luther</i>	<i>Agreed with Luther</i>	
SCRIPTURE AND AUTHORITY	<i>Agreed with Luther</i>	<i>Agreed with Luther</i>	<i>Agreed with Luther</i>
WORSHIP AND THE SACRAMENTS			
CHURCH GOVERNMENT			
CHRISTIAN LIFE		<i>Where Luther was mainly concerned with individual salvation, Zwingli had a greater concern for a "renaissance of Christendom." He became active in politics and in social reform.</i>	
ROMAN CATHOLIC CHURCH			
RESULTING DENOMINATIONS			

VIEWS ON...	HENRY VIII	THIRTY-NINE ARTICLES	JOHN KNOX
SALVATION, WILL, AND WORKS	<i>Roman Catholic view</i>		<i>Agreed with Calvin</i>
SCRIPTURE AND AUTHORITY			<i>Agreed with Calvin</i>
WORSHIP AND THE SACRAMENTS			<i>Agreed with Calvin</i>
CHURCH GOVERNMENT			
CHRISTIAN LIFE			
ROMAN CATHOLIC CHURCH			
RESULTING DENOMINATIONS			

GEOGRAPHY

1. Continue to work on the Protestant, Catholic, and Muslim territories map that you started last week. (Week 2 of 3)
2. You may need to fill out several blank outline maps to accomplish the following goals this week. Ask your teacher to check the activities she wants you to complete before you start.
 - ☐ On a blank outline map of Europe, find and label Switzerland and the countries and regions that border it. Locate Zurich and Geneva as well.
 - ☐ Find and label Sweden. King Gustav I, who established Lutheranism as Sweden's national religion, was the first king of an independent Sweden, as it had previously been ruled by Denmark.
3. Using a historical atlas, compare the boundaries of the ancient Roman Empire (at its height) to the divisions between Protestant and Catholic territories in the sixteenth century. What do you notice?
4. Look at pictures of Sweden and Switzerland in library books.

LITERATURE

The play that you are reading this week has a bit of a backstory, both in history and in Shakespeare's works. It is about a king named Henry V, whom you may remember from Unit 1 studies of the Hundred Years' War. However, it is also part of a group of history plays that Shakespeare wrote at about the same time, and you will need to know what happened in the previous plays (*Richard II*, *Henry IV, Part I*, and *Henry IV, Part II*) in order to understand this one.

World Book on the Real Henry V and the Hundred Years' War¹

Hundred Years' War (1337-1453) extended over the reigns of five English and five French kings who fought for control of France. This struggle between England and France actually consisted of a succession of wars broken by truces and treaties. The war had several contributing causes. Efforts of the French kings to control the English-held province of Guyenne in southwest France angered the English. The French supported the Scots against England, and the French attempted to control Flanders and the English wool trade there. English and French sailors and fishermen quarreled over rights in the English Channel.

The war began in 1337. That year, King Philip VI of France declared he would take over Guyenne, and King Edward III of England, whose mother was the sister of three French kings, claimed the French throne.

The first important battle was fought in 1346 at Crecy, in France, where Edward won a brilliant victory over the French. His son Edward, who was called the Black Prince, won the next great English victory, at Poitiers in 1356.

In spite of England's victories, the war dragged on. The English people began to oppose the long war, and Parliament refused to approve the high taxes needed to support it. In 1381, a man named Wat Tyler led a peasants' revolt against forced labor and heavy taxation. Forces of King Richard II, a son of the Black Prince, put down the rebellion.

During the 1390's, Richard tried to undermine the power of Parliament. But he governed so badly that the country turned against him. In 1399, he was forced to abdicate (give up the throne). Parliament chose his rival, the Duke of Lancaster, to rule as Henry IV.

Henry IV spent much of his time fighting small wars against English nobles and paid little attention to the war with France. But his son Henry V gained popular support for continuing the Hundred Years' War.

Henry V (1387-1422) of England became king in 1413. [Born in Monmouth, Wales, he] was the eldest son of Henry IV, of the House of Lancaster. Stern and ambitious, Henry V was known for his sense of justice and for his military leadership.

Henry renewed the Hundred Years' War with France. He was determined to make good Edward III's claim to the French throne. In 1415, Henry won one of the most famous victories in English history when his small army crushed a large French force at Agincourt. In 1420, following his conquest of Normandy, Henry married the daughter of Charles VI, king of France. He also forced Charles to declare him heir to the French crown. Before he died in 1422, Henry had won the entire northern half of France, with help from the French Duke of Burgundy. But Henry's son and successor,

¹ From a combination of two *World Book* articles entitled *Hundred Years' War* and *Henry V [King of England]*. Contributors: C. T. Allmand, D.Phil., Professor Emeritus of History, University of Liverpool, and Ralph A. Griffiths, D.Litt., Professor of Medieval History, University of Wales, Swansea.

Henry VI, failed in the huge task of preserving Henry's gains in France. This failure helped lead to the overthrow of Henry VI and the House of Lancaster in 1461.

World Book on Shakespeare's Play, *Richard II*¹

As the play begins, King Richard II settles a dispute between his cousin Henry Bolingbroke and Thomas Mowbray, Duke of Norfolk, by exiling them both from England. After the death of Bolingbroke's father, John of Gaunt, Duke of Lancaster, Richard seizes the old duke's property. Bolingbroke returns to England while Richard is away. Richard returns to find that Bolingbroke is leading a force of nobles who are discontented with Richard's rule. Instead of preparing the royal army to fight Bolingbroke, Richard wastes his time in outbursts of self-pity. He finally gives up his crown to Bolingbroke without a fight. The first part of the play ends with a discussion of the possibility that the monarch will be deposed.

Brought back to London, a humiliated Richard yields his crown to Bolingbroke, who then orders that Richard be put in prison. After Bolingbroke is crowned Henry IV, the play deals with an unsuccessful plot to assassinate him. The imprisoned Richard is murdered by Sir Pierce of Exton, one of Henry's knights, who mistakenly believed that the new king wanted Richard assassinated. At the end of the play, Henry vows to make a journey to the Holy Land to pay for Richard's death.

World Book on Henry IV, Parts I and II²

The two parts of Henry IV are among Shakespeare's most popular plays. They concern the reign of King Henry IV, who ruled England from 1399 to 1413. Shakespeare based his two plays on chronicles by the English historians Raphael Holinshed and Edward Hall. The plays deal with the suppression of rebellion during Henry's reign. They also introduce the character Prince Hal, the Prince of Wales, who succeeded his father as King Henry V at the end of *Part II*. Henry became the subject of a following history play by Shakespeare, *The Life of King Henry V*. The plays chart Hal's development from a wild, immature young man to a worthy and courageous soldier who becomes a great monarch.

Henry IV, Part I dramatizes events that follow the murder of England's King Richard II, a crime in which Henry Bolingbroke, now King Henry IV, played a leading role. The guilt-ridden Henry wants to go to the Holy Land in repentance for Richard's death. But constant political unrest in England prevents him. At the same time, Prince Hal, his son, leads an apparently irresponsible life with his brawling friends, led by the fat, self-indulgent knight Sir John Falstaff. Falstaff's exuberance and wit provide most of the play's humor. The main story of the play centers on a quarrel between the king and Henry Percy, known as Hotspur, who is the fiery young son of the powerful Earl of Northumberland. As a result of the quarrel, the Percy family revolts. The Earl of Douglas and the Welsh leader Owen Glendower aid the Percys. At the Battle of Shrewsbury, Henry and his son defeat the rebels. Hal reveals himself to be a brave and princely warrior and kills Hotspur.

Henry IV, Part II deals with the rebellion of Hastings, Mowbray, and Archbishop Scroop. Henry now lies ill. Hal's brother, Prince John, defeats the rebels. At his death, Henry reconciles with his son Hal, who succeeds him as King Henry V. Against this background, Sir John Falstaff continues his knavish but comic adventures, assisted by the low-life characters Poins, Pistol, Mistress Quickly, and Doll Tearsheet. Among his many pranks is the tricking of Justice Shallow into paying him a thousand pounds. As soon as Falstaff hears of the death of Henry IV, he hurries to London to greet the new king, his former comrade in riotous living. But the new sovereign is a transformed character. He immediately reveals his royal qualities and rejects Falstaff and his friends, telling them to leave him alone until they have abandoned their wild living.

Recitation or Reading Aloud

The subject for recitation or reading aloud this week is either the "St. Crispin's Day Speech" (IV.iii.43-69, on pages 164-165) or "Emptiness of Ceremony" (IV.i.238-293, on pages 152-153).

Defining Terms

Continue your index of literary terms with cards for whichever of these terms you do not already have. Be sure to write down exactly what you see here. Your teacher may give you a quiz on these terms (or any of your old ones) at any time during the rest of the year, so be sure to review them before classes.

☐ History play: A play written to dramatize the life of a historical person, or a historical event, or both.

¹ Excerpted from a *World Book* article entitled *Richard II [play]*. Contributor: Unknown.

² Excerpted from a *World Book* article entitled *Henry IV, Parts I and II*. Contributor: Unknown.

- ☐ Soliloquy: From the Latin *soliloquium* (meaning “to speak alone”), a speech that an actor delivers as if musing aloud to himself, which no one else in the drama overhears.

Beginning and Continuing Levels

1. Thinking Questions:
 - ☐ Is Shakespeare like or unlike the medievals in his attitude towards telling stories from history?
 - ☐ How did Shakespeare develop Henry V as a fictional character in the course of *Henry IV, Parts I and II*?
2. Thinking Questions:
 - ☐ How would you stage a war play so that your audience could really believe that your battles were happening?
 - ☐ How does Shakespeare use his artistic ingenuity to bridge the gap between theater and a tale of war?
 - ☐ Did you notice any other examples of Shakespeare’s artistic genius in the plot and the way he tells his story?

NOTE: You may want to refer to the plot chart in the Literature Supplement at the end of this week-plan.
3. Thinking Questions:
 - ☐ What is the difference between *Much Ado About Nothing* and *Henry V* in terms of the amount of poetry and prose used in each?
 - ☐ One of the marks of Renaissance literature was rhetorical brilliance. Did you notice any examples of rhetorical techniques in *Henry V*, especially the technique of repetition in order to add force to an argument or persuasiveness to a speech?
 - ☐ What kind of imagery (including simile and metaphor) does Shakespeare use in this play?
4. Thinking Questions:
 - ☐ What is Henry’s experiment in living? Is it successful?
 - ☐ How does the example of Henry’s life tell us what Englishmen at that time valued?
 - ☐ This king is both a heroic Henry and a very human Harry. What does Shakespeare gain artistically by depicting both sides of the king’s character?
 - ☐ As he is depicted in this play, would Henry have been regarded as an ideal Christian king by Englishmen of Shakespeare’s day? Is he one according to the standards of the Bible?
5. Thinking Questions:
 - ☐ What insights into kingship does Shakespeare offer in this play?
 - ☐ What do you think Shakespeare is saying overall about war and peace?
 - ☐ What does this play tell us about Shakespeare’s view of friendship and justice in the life of a king?
6. OPTIONAL: Thinking Questions: Think about the following if your teacher directs you to do so:
 - ☐ Have we seen any Christian heroes in our Year 2 studies so far? In other words, have we studied any heroes who are meant to represent a Christian society?
 - ☐ What distinguishes a Christian hero from a non-biblical hero such as Beowulf?
 - ☐ If you were to write a hero story, which traits would you give to your hero(ine)?

CHURCH HISTORY

Church History in Plain Language, by Bruce Shelley

Chapter 25

1. What does “Anabaptist” mean?
2. What is meant by an “established” church?
3. The Anabaptists emphasized that the church is a separate, voluntary community of believers and not a part of Christendom. What radical political positions did this lead to?
4. What core message of the Anabaptists was utterly rejected during the Reformation era?

Chapter 26

1. What were some differences in their life stories that shaped Luther and Calvin?
2. How does Shelley sum up the fundamental emphases of Luther and Calvin?

Chapter 27

1. Why does Shelley say that the English Reformation had two phases?
2. What was the sole religious issue in the “first English Reformation”?
3. How did God use Edward VI to strengthen the Protestant Reformation in England?
4. Under Elizabeth, how was the Church of England neither Protestant nor Roman?

GOVERNMENT

Martin Luther sparked the Protestant split with the Roman Catholic Church, but he saw himself as a man contending for the gospel, not someone who was out to systematically change the church. That task fell to the French scholar John Calvin. Calvin, having rejected Roman Catholic tradition, began to work out the principles of Christianity on the basis of Scripture alone. The result Calvin’s *Institutes of the Christian Religion*, form the foundation for a major wing of Protestant Christianity. The Puritans were Calvinist, and modern denominations that label themselves “Reformed” (Reformed Baptists, the Dutch Reformed Church, etc.) follow Calvin. Presbyterians have traditionally based their church government and doctrines on Calvin’s teachings, although today’s “mainline” Presbyterians no longer claim to be orthodox Calvinists.

Calvin’s teachings on church and civil government had an enormous impact on American political thought, which has subsequently affected governments around the world. The Massachusetts Puritans were direct heirs of Calvin’s thought, and many of the signers of the Declaration of Independence and of the Constitution were students of devout Calvinist teachers. Whether one agrees with Calvin’s theological doctrines or not, his political impact deserves serious study.

On Civil Government, by John Calvin

1. In paragraph 1, why did a religious leader like Calvin feel it necessary to write about civil government?
2. Modern people tend to assume one cannot “legislate morality,” and so object to laws against blasphemy, heresy, etc. What does Calvin say about the role of civil government and religion in paragraph 3?
3. Which authority does Calvin cite in paragraph 4 to support the claim that God approves of the magistrates who carry out the functions of civil government?
4. What three forms of government does Calvin discuss in paragraph 8? What is the characteristic weakness of each? Which form does he prefer?
5. In paragraph 9, what does Calvin describe as the duties of a magistrate?
6. In which paragraphs does Calvin deal with the government’s authority to kill by executing criminals, conducting wars, and so forth?
7. How does Calvin describe the role of the civil law in paragraph 14? What three divisions of the law does he identify?
8. In paragraph 16, Calvin addresses differences between criminal laws in different nations. Does he think all laws of all nations ought to be the same? Why or why not?
9. Calvin deals with lawsuits in paragraphs 17-21. Sum up his position on Christians in court.
10. In paragraphs 22-29, he deals with good and bad magistrates. Does he think a Christian should obey a wicked ruler? Why or why not? What Scriptural examples does he cite for his position?
11. In paragraph 31, Calvin provides several historical examples of checks on the power of kings. Does he think these were appropriate?

PHILOSOPHY

There is no Philosophy assignment for this week.