



History of Christianity 2



GROUP GUIDE – MODULE FOUR

INTRODUCTORY SCENARIO

Imagine that you are leading a committee or board during a time of change in an organization. Some members of the board are zealous and are pushing hard for more changes to take place at a faster pace. Other members are cautious and resistant to more change, and are even arguing that some recent changes should be undone. How can you protect against going too far in either direction? How can you decide the proper speed and direction of needed changes? What standard will you use to determine the speed and direction of change? How can you help the other members of the board guard against imbalance either in too much or too little change? How can you bring all the board into unity about needed changes and the procedures to implement them? Please consider these questions and be watching for material that will help you answer them as you work through this module.

MODULE FOUR OBJECTIVES

Learning Objectives

Upon successful completion of this module, the student will:

- Describe the mindset, goals and key leaders of the radical/Anabaptist Reformation.
- Understand the distinctive doctrines and practices of the radical/Anabaptist Reformation and how they differed from the Magisterial Reformation.
- Understand and describe the various approaches of the counter reformation, concentrating on the Council of Trent.
- Understand and evaluate the reasons behind the various examples of persecution during this period.
- Describe the lessons that can be learned from these responses to the Reformation, and how these lessons can be applied in current situations
- Place the major events of the radical and counter reformations in a general chronology.

MODULE FOUR CHECKLIST

Preparation	☐ Read the Assigned Textbook Sections ☐ Watch the Assigned Video Lectures
Reflection	☐ Textbook Quiz ☐ Course Material Response and Application Question Discussion
Review	☐ Review Slides
Research & Presentation	☐ (optional) Timeline Step 4 ☐ (optional) Principles Chart Part 4 ☐ (optional) Term Project Research ☐ Primary Source Reading and Discussion
Exam	☐ Review Quiz

MODULE FOUR ACTIVITIES

ONE: TEXTBOOK READING

Instructions:

Students will read selected portions of the course textbook. The readings are listed on the Course Calendar, and the Reading Guide document for module 4, posted on the course website at www.scriptureexegesis.com/HC2/HC2Gonz4.pdf. The readings are not always in order, so pay attention to which chapters are assigned for each section. Each Reading Guide contains the following information:

- The required pages for each module.
- The Gonzalez chapters and section headings which the textbook uses.
- The important terms and concepts for each section.

It is recommended that you look at the list of terms before reading each section. And as you are reading, notice what the textbook teaches about the particular term or concept. After reading each section, it is recommended that you write down notes about what you have learned about each concept.

TWO: TEXTBOOK QUIZ

Instructions:

The course website contains a quiz covering just the assigned textbook material for this module at www.scriptureexegesis.com/HC2/HC2Gonz4.php. This will help the student check and reinforce their understanding and retention of the textbook material, as well as help you spot and fill in any gaps in your knowledge.

THREE: VIDEO LECTURES

Instructions:

Students will interact with the video lectures on the course website. The lectures cover fewer topics than the textbook, but covers them in more detail. And they are also intended to jump start your thinking about why each historical event matters, and what we can learn from them to apply today. The student should actively engage with each presentation and not just passively watch. A Lecture Guide (which tells the student what they should be looking for and learning from the lectures) and Blank Lecture notes are available to help the student engage with the Video Lectures. These can be found on the course website or at

www.scriptureexegesis.com/HC2/HC2LG4.pdf and www.scriptureexegesis.com/HC2/HC2LN4.pdf respectively.

In most of the lectures, there is a breaking point near the end for you to pause the video and work on the Course Material Response and Application Discussion. And then, you will go back and finish the lecture and possibly continue contributing to that discussion based on what you learn from the last portion.

FOUR: COURSE MATERIAL RESPONSE AND APPLICATION DISCUSSION

Instructions:

As it is important for the student to process the significance and current application of principles learned from historical study, each student will participate in a response and application discussion based on specific discussion questions given with each module's material. These suggested discussion questions are contained in the lecture material, and are also reproduced on the course website, and in a Discussion Question document for this module's material available at www.scriptureexegesis.com/HC2/HC2DQ4.pdf. Detailed instructions for these Reflection activities are given in the separate "Response and Application Discussion Instructions" document available on the intro page of the course website or www.scriptureexegesis.com/HC2/HC2RnAD.pdf.

FIVE: REVIEW SLIDES

Instructions:

The student should take advantage of the review slides on the course website at www.scriptureexegesis.com/HC2/HC2rev4.php in order to help commit the course material to memory. The review slides are a summary of the key ideas of each course lecture put into concentrated form to aid memorization. The student should not just attempt to memorize the summaries, but also to use the summaries as a framework to understand and remember the historical events and their significance, and the lessons we can learn from them.

The group leader may choose to use these resources for group review and discussion of the course material.

SIX: (OPTIONAL) TIMELINE – PART 4

Instructions:

The student will research and present a Christian History Timeline in sixteen steps over the course of all sixteen modules.

Detailed instructions for the Timeline Project are available on the “Timeline Project Instructions” document available on the intro page of the course website or www.scriptureexegesis.com/HC2/HC2Timeline.pdf.

Step four of the Timeline should include the following information:

- Any significant events, ideas, and people from the radical reformation and the Anabaptists.
- Any significant events, ideas, and people from the Catholic reformation in Spain.
- Any significant events, ideas, and people from the Catholic counter reformation.
- Any significant writings from all of these movements, and the ideas, doctrines, and approaches which they represent, and the impact they had.

SEVEN: (OPTIONAL) PRINCIPLES CHART – PART 4

Instructions:

The student will begin a chart of the principles learned from history for their own long-term benefit. The student will determine which principles are important and applicable for their own life and ministry and notate and describe them in a chart format. Detailed instructions for this chart can be found on the course introduction page or www.scriptureexegesis.com/HC2/HC2PrinciplesChart.pdf

For this module, the student will add any important principles noted from the radical reformation, the Catholic reformation in Spain, and the counter reformation, the influence these movements had, the reasons behind that influence, and how those principles can be applied.

It is suggested that the student begin this activity before watching the “Guiding Principles” portion of the lecture. Then the student may supplement their work after learning additional insights from the “Guiding Principles.”

The group leader may choose to make this a group activity, brainstorming and writing the chart as part of the group meeting time.

EIGHT: (OPTIONAL) TERM PROJECT TOPIC

Instructions:

The student will begin locating relevant resources and researching about their chosen topic for their term project. The student should read the research of reputable historians (hopefully at least some writing from a faithful Christian worldview). But, as much as possible, the student should also read primary sources, to learn firsthand the views and experiences of the people involved in those things. The course textbook, [the course bibliography](#), the course lectures, and [the primary resource reading lists](#) are good places to start for finding quality resources. Detailed instructions for the entire term project can be found in the Term Project Instructions document on the intro page of the website or at www.scriptureexegesis.com/HC2/HC2TermProjectInstructions.pdf.

NINE: PRIMARY SOURCE READING

Instructions:

The student will read a minimum of 10-20 pages from a primary resource discussed in this module's lecture and write a brief response to their reading. Detailed instructions for this response, as well as the recommended primary sources, broken down by module, can be found in the Primary Source Reading – Instructions & Resource List found on the course introduction page or www.scriptureexegesis.com/HC2/HC2PrimarySourceReading.pdf. The recommended resource list for each module will also be contained on each module page.

The group leader will communicate whether this activity will be done as an individual student writing a response or in group discussion as part of the group meeting time.

TEN: REVIEW QUIZ

Instructions:

The student will complete the review quiz on the course website as a learning and review experience. This will give the student a good assessment of how well they have learned the course material. The quiz will primarily cover material from the Video Lectures, but material from the Textbook Reading may be included.

No notes or study materials should be used while completing the quiz. Because the quiz is randomly generated, it includes different questions each time. Therefore, it may be profitably taken more than once.