



History of Christianity 2



GROUP GUIDE – MODULE NINE

INTRODUCTORY SCENARIO

Imagine that you are part of a sales team for a company that just discovered an invention that will provide food security and eradicate famine. You know the product is world changing, and will save and benefit many lives, but most people in the world don't yet know about it, especially those who need it most. How would you go about informing them of this wonderful product? How would you convince them that they need it and it is worth any cost they may have to pay to get it? What if they resist or reject your sales pitch? How could you overcome their ignorance, skepticism or resistance to help them get this life saving technology? Please consider these questions and be watching for material that will help you answer them as you work through this module.

MODULE NINE OBJECTIVES

Learning Objectives

Upon successful completion of this module, the student will:

- Understand the history of the modern missions movement, from the first pioneers to the unified strategy to finish the missionary task.
- Describe some of the major missionary pioneers, their stories, and what they contributed to the larger missionary movement.
- Describe the main challenges, strategies, attitudes, sacrifices, and successes of these various movements, and the lessons we can learn and apply from them today.
- Place the major events and people of these movements in a general chronology.

MODULE NINE 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 9 ☐ (optional) Principles Chart Part 9 ☐ (optional) Term Project Research/Organization ☐ Primary Source Reading and Discussion
Exam	☐ Review Quiz

MODULE NINE 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 9, posted on the course website at www.scriptureexegesis.com/HC2/HC2Gonz9.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/HC2Gonz9.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 lecture on the course website. The lecture covers fewer topics than the textbook, but covers them in more detail. And it is 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 lecture) and Blank Lecture notes are available to help the student engage with the Video Lecture. These can be found on the course website or at www.scriptureexegesis.com/HC2/HC2LG9.pdf and www.scriptureexegesis.com/HC2/HC2LN9.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/HC2DQ9.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/HC2rev9.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 9

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 nine of the Timeline should include the following information:

- Any significant events, ideas, and people from the various Missionary Movements.
- Any significant events, ideas, and people that stirred up sending churches and organizations to support missions and missionaries.
- Any significant writings from these movements, and the ideas, doctrines, and approaches which they represent, and the impact they had.

SEVEN: (OPTIONAL) PRINCIPLES CHART – PART 9

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 Missionary Movements, 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 RESEARCH & ORGANIZATION

Instructions:

The student will continue researching their chosen topic for their term project. The student should seek to follow where their research leads, and fill any gaps in their knowledge. The student should also continue organizing all that they are learning into a logical and coherent structure, based on the information they have researched, which will serve as the organization for their term project presentation. Detailed instructions for the term project can be found at www.scriptureexegesis.com/HC2/HC2TermProj.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.