



Chapter 14

WORLD MISSIONS THROUGH HISTORY

Weeks 4-7

In Acts Chapter Five, when the apostles were arrested for preaching in the name of Jesus, a Pharisee named Gamaliel made a very remarkable statement: “Men of Israel,” he said, “take heed to yourselves what you intend to do regarding these men...for if this plan or this work is of men, it will come to nothing; but if it is of God, you can not overthrow it—lest you even be found to fight against God.”

Two thousand years since these words were spoken, the Gospel of Jesus Christ has spread from this handful of disciples—to millions of believers throughout the world! Although many governments and religious leaders have tried to stop it, the message of Christianity could NOT be overthrown!

It is exciting to look at the history of the world and to see how God has been at work—preserving and expanding His kingdom throughout time. From the early church through the Dark Ages and the Reformation, to the Age of Exploration and Colonization, to today’s current world missions, the Gospel of Jesus Christ remains alive and well!

In the next four weeks you will learn about the many

events and individuals God has used to see His message of love shared throughout the world.

As you study this history—and our Christian heritage—take time to consider how God could use YOU to be part of completing the task of world evangelism.

WEEK 4: THE DARK AGES/ MEDIEVAL EUROPE

The Rise of the Roman Catholic Church

WEEK 5: THE CRUSADES AND THE HOLY WARS/LATE MIDDLE AGES—Knights, Roman Missions, Early Islam

WEEK 6: THE RENAISSANCE AND REFORMATION

Germany, Rise of Protestantism, Knowledge

WEEK 7: THE AGE OF EXPLORATION AND COLONIZATION

Spain, Columbus, Early Missions



WEEK 4

World Missions Through History Emphasis: *The Dark Ages/Medieval Europe*

Introduction: We will look at the history of the western world from the end of the Great Roman Empire to the beginning of the Crusades (approximately A.D. 500 to 1000). Our emphasis will be the rise of the Roman Catholic Church, and the subsequent distortion of Christianity. Our purpose is to evaluate it through God's eyes and His overall purpose for the earth. We will study about the Early Medieval (Middle) Ages and Medieval medicine and health.

LIBRARY AND MEDIA SEARCH

CHILDREN'S BIBLE STORYBOOK

Conversion of Saul

CLASSIC STORIES

Sleeping Beauty, Cinderella, Robin Hood

BOOK TITLES

From Jerusalem to Irian Jaya by Ruth A. Tucker

World Missions Manual - Part 1

The Middle Ages—A Cultural Atlas for Young People
by Mike Corbishley

CASTLE and CATHEDRAL by David Macaulay

BOOK TOPICS

Middle Ages, Dark Ages, Medieval Europe

Emperor Theodosius I, Constantine

Jerusalem, Pilgrimage, Shrines

Monks, Monastic life, Friars

The Roman Catholic Church,

Cathedral, Gothic architecture, Stained glass

Medieval medicine

Medieval peasants/ Feudal system

Medieval art

MUSIC

Gregorian chants

Classical music, Medieval minstrels

Swan Lake ballet by Tchaikovsky

FAMILY VIDEOS

Joan of Arc, Wycliffe, John Huss

OTHER MEDIA

Watch for current news on Europe, Italy, Rome, the Vatican, or the Roman Catholic Church

DAY 16

WEEK 4 - MONDAY

World Missions through History

Emphasis: The Dark Ages/Medieval Europe

FAMILY DEVOTIONS

• OPENING EXERCISES/PRAYER

BIBLE READING: ACTS 1-2

• FAMILY DISCUSSION

How did the early church begin? How does this church compare with the religious church of the early Medieval Ages? What was the purpose for receiving the Holy Spirit (Acts 1:8). Talk about Peter's boldness to preach the Gospel and how he had been afraid and denied Christ. Read Acts 1:41-47 and talk about God's purpose for the church. Describe their daily life.

• PRAYER FOCUS

Pray your family would not have a religious spirit, but a powerful life-changing commitment to Jesus Christ. Pray God would give you His boldness and the power of His Holy Spirit to preach the Gospel in your city, state, country, and to the ends of the earth.

• BIBLE MEMORY: ACTS 1:8

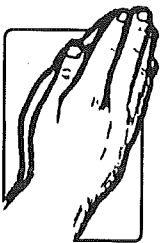
"But you shall receive power when the Holy Spirit has come upon you; and you shall be witnesses to Me in Jerusalem, and in all Judea and Samaria, and to the ends of the earth."

• LEARNING METHOD

Use a stick of dynamite (power), a dove (Holy Spirit), a wet-nest (witness), all in the center of a bullseye target (representing areas of the world).

• PRAYER PROJECT:

TARGET YOUR "JERUSALEM"



Get a city map, a state map, a map of your country, and then look at your map of the world. Talk about this week's memory verse and how Jesus came not only to restore the earthly kingdom of Israel, but He came for the whole world. Next, relate your home city, state or province, neighboring states or provinces, county and country to what Jesus talked about when He said that we would be witnesses "in Jerusalem, Judea, Samaria, and even to the ends of the earth." Pray for your city, that Jesus would be Lord and many would be saved.

READING/LANGUAGE ARTS

• READING

1. *From Jerusalem to Iran Jaya*, pages 15-16. *The Irresistible Advance*, pages 21-24, and first part of Chapter 1, pages 25-31. (Read to the end of the section about Paul).

2. *World Missions Manual - Part 1*, pages 4-1 to 4-7. (Expansion of the World Christian Movement. I. Epochs of Mission History)

3. Have younger children read a book about the Middle Ages.

4. *I Heard Good News Today*, pages 12-14, "Patrick Goes to Ireland."

• WRITING

Have your children write for fifteen minutes in their prayer journals. Encourage them to share their feelings and what the Lord is sharing with them through their lessons and Bible reading. This should be a time of free writing, without having to be concerned about spelling, style, or punctuation. Let your children know that their journal will be kept private (although you may have to briefly look at it to make sure they are making the best use of their time).

• LANGUAGE ARTS

1. Carefully write this week's memory verse. Check for neatness and penmanship.

2. Select spelling words. Write these in your spelling notebook, their definitions, or use each word in a sentence.

• FOREIGN LANGUAGE

Use separate curriculum or teaching tapes. Encourage your family that they could someday use a foreign language to share the Gospel with others.

GEOGRAPHY

1. When learning the memory verse for this week, look at a Bible map of the Holy land and find Jerusalem, Judea, Samaria, and "the ends of the earth" from their perspective. Compare to modern maps of your city, state, country, and world.

2. Look at a map of the Roman Empire at its height, and then how it was divided into the Western and Eastern Roman Empires in A.D. 395 at the death of Emperor Theodosius I.

3. Look at a map of Medieval Europe. How was this different from the Great Roman Empire? What countries were in Europe at that time? How do these compare with Europe today? Did the boundaries of these countries change during the years A.D. 500-1000?

DAY 17

WEEK 4 - TUESDAY

World Missions through History

FAMILY DEVOTIONS

• OPENING EXERCISES/PRAYER

BIBLE READING: ACTS 4

• FAMILY DISCUSSION

Focus on verses 24-30 and how the early church prayed for boldness to preach the Gospel. What were some challenges they faced and how do those compare with challenges we may face today in our country?

• PRAYER FOCUS

Begin by reading the prayer the disciples prayed in the verses above and then pray the Lord would grant your family boldness to speak God's Word. Remember that "the effective, fervent prayer of a righteous man avails much." (James 5:17)

• BIBLE MEMORY

Review Acts 1:7-8 and the memory pictures.

READING/LANGUAGE ARTS

• READING

1. Read "Our Heritage, A Brief Summary of World Missions" from this curriculum.

2. *From Jerusalem to Irian Jaya*, pages 31-37. Read about Polycarp, Perpetua, and Ulfilas.

3. Read about the religion and importance of the Medieval church from any library book such as *The Middle Ages, A Cultural Atlas for Young People* by Mike Corbishley, pages 38-44.

4. *World Mission Manual - Part 1*, pages 4-7 to 4-11. (Period 1: Winning the Romans)

5. *I Heard Good News Today*, pages 14-15, "How the Good News Came to Scotland."

• WRITING

Describe the church of the Middle Ages. What were their leaders like? Where did they meet for worship? Why did they place such importance on elaborate buildings, statues, and badges? Were the common people and the religious leaders treated equally? What were pilgrimages? Why did the people want to travel to shrines of dead saints or to the Holy Land? Compare this Medieval church to the early church of New Testament times. In what ways were they similar or different? What were some good aspects of the Medieval church (example: preserving the Holy Bible, building hospitals, etc.)

• LANGUAGE ARTS

Check writing for correct spelling, punctuation, capitalization and grammar. Talk about their mistakes and how to improve, and encourage them on their strengths. If necessary, have them re-write their essay correctly and neatly. (You may use days for this assignment.)

HISTORY

The goal for this week is to understand WHY the Roman Empire fell and to look at the importance of the Roman Catholic Church in Medieval Europe.

• MARK YOUR TIMELINE

| | |
|--------------|---|
| A.D. 64 | Persecution from Nero begins |
| A.D. 67 | Martyrdom of Peter and Paul |
| by A.D. 100 | New Testament written |
| A.D. 117 | Height of the Roman Empire |
| A.D. 313 | Constantine and The Edict of Milan (Christianity now legal) |
| A.D. 375 | Christianity official and only religion of Rome |
| A.D. 379-395 | Emperor Theodosius I begins to persecute all other religions, forcing all to become Christian |
| A.D. 395 | Rome divided at the death of Emperor Theodosius I |

• HISTORY STUDY QUESTIONS

1. What happened to the Christian church during times of persecution? (fervent prayer, sacrifice, dispersion, growth, hardship)

2. How did the church change when Constantine declared Christianity legal? Did it have to change? Could the church have remained strong if the early believers kept the same fervency and prayer life? What is Christianity like in our free country?

3. Discuss how Emperor Theodosius I began to persecute all other religions. Is this good? Is this any different than persecuting Christianity? Is it possible to force someone to become a Christian?

4. Why do you think the Roman Empire wanted to become Christian? What do you think was their motivation? (political advance, country unification, true conversion)

RELIGION FOCUS

• THE MEDIEVAL CHURCH

FOUNDATIONS OF ROMAN CATHOLICISM

(See history section above.)



DAY 18

WEEK 4 - WEDNESDAY

World Missions through History

FAMILY DEVOTIONS

- **OPENING EXERCISES/PRAYER**

BIBLE READING: ACTS 5

- **FAMILY DISCUSSION**

Talk about Ananias and Sapphira and the importance of living a pure and holy life before the Lord. Can we lie to God?

What happened to the disciples when they were thrown into prison? What did they immediately do when they were out?

Focus on verse 35-39 and the words of the Pharisee Gamaliel. See the introduction to this chapter, and talk about how the Gospel of Jesus has not “come to nothing,” but instead has expanded throughout the earth.

- **PRAYER FOCUS**

Pray we would not be selfish in our giving and that we would never try to be dishonest before God in our actions or attitudes. Pray for the Lord to cleanse your heart from any impure thoughts or motivations.

- **BIBLE MEMORY**

Review Acts 1:7-8.

READING/LANGUAGE ARTS

- **READING**

1. *From Jerusalem to Irian Jaya*, pages. 38-48, Patrick, Columba, Baptizing the Masses, and Boniface.

2. *World Mission Manual - Part 1*, pages 4-11 to 4-15.

(Period 2: Barbarians, Vikings, and Saracens)

3. Read about the people of the Middle Ages and their everyday life: food, living conditions, clothing styles, education, etc. There is an interesting section on “Everyday Life” pages 80-81, from *The Middle Ages—A Cultural Atlas for Young People*.

4. *I Heard Good News Today*, pages 16-17, about St. Augustin).

- **WRITING**

Imagine what it would have been like if YOU were born in the Early Middle Ages in Europe. Decide if you would like to be a rich lord or king, a priest or monk, or a common peasant.

Write a creative story about your typical day. Include details about your home, food, religion, education (or lack of it), and possibly your view of the world.

- **LANGUAGE ARTS**

Emphasize creative writing, and style as you review the story. Review spelling words.

SCIENCE

- **MEDIEVAL MEDICINE AND HEALTH**

During the Middle Ages the people had a very different view of health and medicine. Herbs were the only primary source of healing and people often thought any sickness was “punishment from God.” Some of their medical practices included blood-letting (getting rid of the bad blood if a person was sick or using leeches to suck out the blood).

Look at several books that talk about these medieval medical practices and compare with simple health practices today.

DAY 19

WEEK 4 - THURSDAY

World Missions through History

FAMILY DEVOTIONS

- **OPENING EXERCISES/PRAYER**

BIBLE READING: ACTS 7

- **FAMILY DISCUSSION**

Talk about Stephen, the first Christian martyr, and relate to other Christian martyrs during the Middle Ages and even today. What did Stephen preach about in his last sermon? Talk about the importance of a person's last words and look at who was observing Stephen's death. (Acts 8:1)

Focus on Stephen's willingness to obey the Lord no matter what his personal consequence would be, and how we need to have that same dedication.

- **PRAYER FOCUS**

Pray for Christians who are being persecuted, imprisoned, or martyred for their faith. (Yes, this IS happening today!) Pray these brothers and sisters would be encouraged, full of God's peace that passes all understanding, and that they would have a joy in the midst of their suffering, and this joy would be their strength. Pray even for people to be saved in jail.

- **BIBLE MEMORY**

Review Acts 1:7-8. Practice saying or writing the verse for tomorrow's test.

READING/LANGUAGE ARTS

- **READING**

1. *From Jerusalem to Irian Jaya*, read sections on Anskar, Raymond Lull, and Las Casas from pages 49-58.

2. *World Missions Manual - Part 1*, pages 4-15 to 4-18. (Period 3: Winning the Vikings)

3. Read about monastic life in the Middle Ages from a library book.

4. *I Heard Good News Today*, pages 17-18, about Boniface.

- **WRITING**

Copy one whole chapter from the Bible. (Decide which chapter each child should copy depending on his or her age and ability.) Think about the life of the monks and friars and their monastic life. Be thankful God allowed the Bible to be preserved throughout time.

- **LANGUAGE ARTS:**

1. Emphasize perfection in the copying of the scripture. "Any mistake could lead to a distortion of the scripture." Take notice of punctuation.

2. Practice taking a spelling test.

MATH

- **GEOMETRY IN GOTHIC ARCHITECTURE**

Draw a picture of the front of a Gothic cathedral. Use a ruler and look at all the shapes and geometric designs that are included. If this is too hard for young children, have them look for shapes in pictures of medieval cathedrals or castles.

ARTS AND CRAFTS

- **ART**

1. Look at pictures of medieval art and compare with art from Israel and Rome. Which of these two comparisons is closer? How did the medieval church view the making of images?

2. Examine the elaborate calligraphy writing of the medieval monks and friars. Look at the intricate details of the letters and the side-margin decorations.

- **CRAFT**

1. Find an example of calligraphy letters. With a special fountain pen (preferably the kind that you need to dip in ink—or even a feather and ink) practice writing a scripture verse in calligraphy. Design a large detailed letter—possibly the first letter of your name or the first letter from the Bible verse—in calligraphy. OR:

2. Make a cover (or title page) with fancy calligraphy for a research project on the Middle Ages.

DAY 20

WEEK 4 - FRIDAY

World Missions through History

FAMILY DEVOTIONS:

- OPENING EXERCISES/PRAYER

BIBLE READING: ACTS 9

- FAMILY DISCUSSION

How did Saul convert to Christ? God loves everyone, including those who are in terrible sin, and those who are persecuting others for their faith. Who talked to Paul from the bright light? How do you know it was Him? Can we expect God to reveal Himself to those who have not yet heard the Gospel or does God want to use us to share His good news? Had Saul heard the Gospel before? (Think of Stephen's last sermon.) How do you think Ananias felt when God told him about Saul's conversion? Why was he afraid?

- PRAYER FOCUS

Pray for those people who have never heard the Good News. Pray someone would go to them to share the news of Jesus Christ. Pray for people who are persecuting Christians. Pray they would be convicted of their sins, their hearts would be softened, and some would be saved.

- BIBLE MEMORY

Test: Write or say Acts 1:7-8. Ask, "What do these verses mean to you?"

READING/LANGUAGE ARTS

- READING

1. *From Jerusalem to Irian Jaya*, sections on Francis Xavier, Matthew Ricci on pages 59-66.

2. Read about poetry and music in the Middle Ages. In an encyclopedia, look up "Classical Music", "Gregorian Chants", "The Middle Ages" and "Medieval Minstrels."

3. Read a classical fairy tale set in the time of the Middle Ages such as *Sleeping Beauty* or *Cinderella*, or a medieval tale.

4. Read about Saul's conversion from a Bible storybook.

5. *I Heard Good News Today*, pages 22-23, about England and the Vikings.

- WRITING

Write a poem about the religion of the Middle Ages. Incorporate the contrast of the beauty of the buildings and the stained glass windows, to the cold, dark, spiritual

emptiness inside. Possibly include examples of true Christians who suffered for their faith. Use descriptive words, and words with feeling and emotion. After your poem is written, try singing it in a simple tune (to the strum of a small stringed instrument if you have one), or as a chant.

- LANGUAGE ARTS

1. Spelling Test. Write misspelled words five times, or put on next week's lesson for repetition.

2. Emphasize a certain part of speech in the poem. For example, the poem could emphasize adjectives and descriptive words about the Middle Ages, or verbs and actions of medieval life, or nouns and medieval objects, etc.

MUSIC

1. Listen for medieval music and minstrels in this week's family video.

2. Look at a musical staff. (This was developed by a monk named Guido d'Aresso.)

3. Play the C scale on a piano. (Realize that the intervals between the notes was developed by another monk named Odo de Clugny.)

4. Listen to a cassette tape of medieval music or a classical ballet with medieval characters such as *Swan Lake* ballet by Tchaikovsky.

INTERNATIONAL MEAL

- AREA EMPHASIS: MEDIEVAL EUROPE

The common medieval peasants and monastic monks lived very simple lives, unlike the grand medieval feasts you may see in the movies. (For added effect, eat with only your fingers and a spoon. The fork was not invented until the Renaissance.)

Medieval Europe

Typical Medieval Peasant Meal

dark bread
boiled eggs
boiled cabbage
turnips
sometimes a small serving of poultry

FAMILY VIDEOS

Joan of Arc, Wycliffe, John Huss