

# TO THE INSTRUCTOR

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THIS PILGRIM'S PROGRESS CURRICULUM IS designed to provide fathers and families with a resource that helps them establish (or continue) a time of family devotion—a time when they can teach their children about God's Word and how to “make a defense” of their faith (1 Peter 3:15). The Bible is clear about the responsibility parents—and fathers in particular—bear in training their children (Deuteronomy 6:7; Psalm 44:1; Isaiah 38:19; Ephesians 6:4), and this version of *Pilgrim's Progress* is designed to enable them to fulfill their God-given responsibility. Of course, it is also appropriate for use in classroom, small group or individual study settings.

Incidentally, John Bunyan originally wrote *Pilgrim's Progress* for his children on their regular visits to him while he was in jail for preaching the gospel.

## HOW TO USE THIS BOOK

We have included the entire text of the first book of *Pilgrim's Progress* but have divided the text into 39 lessons based upon the tracks on the *Pilgrim's Progress* audio CD (the titles of the lessons match the track titles) rather than using the original chapter markings. The audio CD tracks that correspond with each lesson are given below in the “Extension Activities” section.

Each of the 39 lessons has three components, which can be modified to fit your schedule. We have included room in the margins of the text for you to make notes as necessary.

Each student will need a copy of either the “Truths to Ponder” (younger students) or “Digging Deeper” (older students) discussion questions. Permission is granted to copy the relevant pages from this book or print them from the digital files available for download at [AnswersInGenesis.org/go/pilgrimsprogress](http://AnswersInGenesis.org/go/pilgrimsprogress).

### 1. Reading text (15 minutes)

Optional strategies for reading the text include:

- Read along with audio CD (silently or orally)
- Instructor reads out loud
- Choral reading
- Reader's theater

## PILGRIM'S PROGRESS

- Read aloud for fluency
  - Literature circles
  - Peer partners
  - Read together silently
  - Round robin reading
  - Assign parts to the students
2. Discussion section (15 minutes)
- Includes a suggested memory verse and “Words to Know” section, as well as discussion questions for younger (“Truths to Ponder”) and older students (“Digging Deeper”).
- We suggest having students write the memory verse on coil-bound index cards. This helps keep all the verses together and makes it easy for students to review the verses they have already memorized.
3. Additional information
- We have included more information on characters and certain theological themes in sidebars throughout the text. You may pick and choose the ones you want to read and discuss with your students.

## EXTENSION ACTIVITIES

We have developed supplemental extension activities (in the areas of history, science and language arts) to be used over a 13-week period, with three lessons from *Pilgrim's Progress* per week. You may modify this to fit your schedule because you may want to spend more time on some areas.

### NOTES:

- In order to more fully understand the allegory in *Pilgrim's Progress*, we recommend that older students also read *Grace Abounding to the Chief of Sinners*, because Bunyan's own struggle with salvation and the Christian walk parallels that of “Christian” in *Pilgrim's Progress*.
- All websites listed below and throughout this version of *Pilgrim's Progress* are current at the time of publication. An updated list of resources by week can be found at [AnswersInGenesis.org/go/pilgrimsprogress](http://AnswersInGenesis.org/go/pilgrimsprogress). All resources with an asterisk (\*) are available by calling 1-800-778-3390 or visiting [AnswersBookstore.com](http://AnswersBookstore.com).
- The rest of the resources are available from sites such as Amazon.com or possibly via interlibrary loans with your local library.
- AiG cannot be responsible for the content of any website or product that it does not directly produce or sell. Please check the content of all resources before sharing with your students.

### TIMELINE

Before you begin this unit study, which focuses on the time when John Bunyan wrote *Pilgrim's Progress*, we suggest putting together a timeline. This will help students understand the time period and organize the many different people they will be learning about. However you choose to put it together, your timeline should span AD 1300 to present day. See the links below for timeline ideas.

[homeschoolinthewoods.com/HTTA/TimelineHelps/](http://homeschoolinthewoods.com/HTTA/TimelineHelps/)

[redshift.com/~bonajo/timeline.htm](http://redshift.com/~bonajo/timeline.htm)

### MAP

In addition to a timeline, you may want to use a map of Europe to show students where the various events discussed in this unit took place.

### SCIENCE

While you are studying *Pilgrim's Progress*, and as a supplement to your regular science curriculum, we invite you to learn more about the history and nature of science. Each week, a different scientist who believed in God will be featured. As you go through this study, have students illustrate a scene from the profiled scientist's life, and/or write a summary describing his contribution to the scientific world and his beliefs about God.

### LANGUAGE ARTS

We suggest choosing from the vocabulary list given at the end of each lesson for spelling words.

### WEEK 1

Chapter 1: No audio available

Chapter 2: Disc 1, Track 1

“As I walked through the wilderness ... when thou knockest, it shall be told thee what thou shalt do.”

Chapter 3: Disc 1, Tracks 2–3 (4:47)

“So I saw in my dream ... for he that is owner of the place will wipe all tears from our eyes.”

# PILGRIM'S PROGRESS

## HISTORY

Lesson 1 touches briefly on the development of the English Bible; however there is much more to it than this, as the following resources show. Use this week to study the history of the Bible, using the following resources.

*The Forbidden Book* (DVD)

*Power and Glory—Jacobean England and the Making of the King James Bible*,  
by Adam Nicolson

## SCIENCE

Featured scientist: Sir Francis Bacon (1561–1626)

[AnswersInGenesis.org/Bacon](http://AnswersInGenesis.org/Bacon)

[AnswersInGenesis.org/naturalism\\_history](http://AnswersInGenesis.org/naturalism_history)

## LANGUAGE ARTS

Because *Pilgrim's Progress* is an allegory, spend some time learning what an allegory is and how it differs from a metaphor.

[answers.com/topic/allegory](http://answers.com/topic/allegory)

[en.wikipedia.org/wiki/Allegory](http://en.wikipedia.org/wiki/Allegory)

[en.wikipedia.org/wiki/Allegory\\_in\\_the\\_Middle\\_Ages](http://en.wikipedia.org/wiki/Allegory_in_the_Middle_Ages)

[systems.com/rdimon/herbert.html](http://systems.com/rdimon/herbert.html)

- Study other examples of allegories.
- Younger children should learn the definition, while older students could attempt to write their own brief allegory.
- Do the writers of the Bible ever employ allegory?
- When you finish going through *Pilgrim's Progress*, discuss why you think it is still the most successful allegory ever written. Does the allegory fail at any point?
- Read *The Lion, the Witch and the Wardrobe*. C.S. Lewis has denied that his *Chronicles of Narnia* series is an allegory, insisting instead that it is “supposal.”

What does Lewis mean by the term “supposal”?

How is the allegory in *Pilgrim's Progress* different from the supposal in *The Lion, the Witch and the Wardrobe*?

## WEEK 2

Chapter 4: Disc 1, Tracks 4–5 (5:21)

“And what company shall we have there? . . . but the ground is good when they are once got in at the gate.”

Chapter 5: Disc 1, Track 6 (6:12)

“Now I saw in my dream ... to be sure there thou shalt live by honest neighbors, in credit and good fashion.”

Chapter 6: Disc 1, Track 7 (11:31)

“Now was Christian somewhat at a stand ... when his wrath is kindled but a little.”

**HISTORY**

Lesson 1 provided a brief overview of the history of the Reformation up to Bunyan’s time. However, the lives of all the individuals involved are, of course, much more complex and interesting than we could share in this short introduction. Use the following resources to develop profiles of the various individuals discussed.

*William Tyndale: His Life, His Legacy* (DVD, Avalon Press)

*Amazing Grace: The History of Calvinism* (2-disc DVD, Reel to Real Ministries)

*Church History in First Person* (DVD, ShowForth, available from bjup.com)

*For Kirk and Covenant: The Stalwart Courage of John Knox* by Douglas Wilson

*Book of Martyrs* by John Foxe

*Luther* (book and DVD, Concordia Publishing)\*

- What did the early church fathers and Reformers believe about the book of Genesis?  
[AnswersInGenesis.org/Church\\_Fathers](http://AnswersInGenesis.org/Church_Fathers)
- Read the *Westminster Confession* and a brief history of how it came to be written.
- Read the *Book of Common Prayer*. What did the Reformers, Puritans and Independents find objectionable about this book?  
[justus.anglican.org/resources/bcp/england.htm](http://justus.anglican.org/resources/bcp/england.htm)

**SCIENCE**

Featured scientist: Galileo Galilei (1564–1642)

- Many today liken the current creation/evolution controversy to the time when the church persecuted Galileo for his heliocentric (rather than geocentric) ideas. Why is this not the case?

[AnswersInGenesis.org/Galileo](http://AnswersInGenesis.org/Galileo)

# PILGRIM'S PROGRESS

## LANGUAGE ARTS

Bunyan lived when the English language was transitioning from Early Modern English to Modern English.

- Find out more about the development of languages in general and the development of the English language in particular.

[AnswersInGenesis.org/Babel](http://AnswersInGenesis.org/Babel)

[AnswersInGenesis.org/language\\_development](http://AnswersInGenesis.org/language_development)

[en.wikipedia.org/wiki/History\\_of\\_the\\_English\\_Language](http://en.wikipedia.org/wiki/History_of_the_English_Language)

[en.wikipedia.org/wiki/Early\\_Modern\\_English](http://en.wikipedia.org/wiki/Early_Modern_English)

[chass.utoronto.ca/english/emed/emedd.html](http://chass.utoronto.ca/english/emed/emedd.html)

[wordorigins.org/histeng.htm](http://wordorigins.org/histeng.htm)

[mockingbird.creighton.edu/english/worldlit/teaching/upperdiv/emodeng1.htm](http://mockingbird.creighton.edu/english/worldlit/teaching/upperdiv/emodeng1.htm)

*Languages: The Bible vs. Evolution (DVD, Answers in Genesis)\**

- During Bunyan's time, spelling was being standardized. How did they spell things differently from the way we spell things? What events helped facilitate the standardization of the English language?

[en.wikipedia.org/wiki/Early\\_Modern\\_English](http://en.wikipedia.org/wiki/Early_Modern_English)

[mockingbird.creighton.edu/english/worldlit/teaching/upperdiv/emodeng1.htm](http://mockingbird.creighton.edu/english/worldlit/teaching/upperdiv/emodeng1.htm)

- How would Shakespeare and Bunyan have pronounced words differently from the way we pronounce them today? What was the "Great Vowel Shift"?

[en.wikipedia.org/wiki/History\\_of\\_the\\_English\\_Language](http://en.wikipedia.org/wiki/History_of_the_English_Language)

[wordorigins.org/histeng.htm](http://wordorigins.org/histeng.htm)

## WEEK 3

Chapter 7: Disc 1, Track 8 (6:40)

"Then did Christian address himself to go back ... Then Christian took his leave of his friend, and he again bid him God speed."

Chapter 8: Disc 1, Track 9 (4:55)

"Then he went on till he came at the house of the Interpreter ... and consequently fit for the King of glory to inhabit."

Chapter 9: Disc 1, Tracks 10–11 (7:31)

"I saw moreover in my dream ... till I have showed thee a little more, and after that thou shalt go on thy way."

## HISTORY

Lesson 1 was obviously a very brief overview of the history of England leading up to the time of Bunyan. During this week, learn more about the history of England with the resources listed below.

*History of England from the Tudors to the Stuarts*, DVD (48 lectures, 30 minutes per lecture), Course No. 8470, taught by Robert Bucholz, available from [teach12.com](http://teach12.com) (According to the website, these courses go on sale at least once a year.)

[britannia.com/history/h70.html](http://britannia.com/history/h70.html)

[britainexpress.com/History/Tudor\\_index.htm](http://britainexpress.com/History/Tudor_index.htm)

*Patience, Princess Catherine* by Carolyn Meyer

*Doomed Queen Anne* by Carolyn Meyer

*Nine Days a Queen: The Short Life and Reign of Lady Jane Grey* by Ann Rinaldi

*Mary, Bloody Mary* by Carolyn Meyer

*Beware, Princess Elizabeth* by Carolyn Meyer

*Elizabeth I: Red Rose of the House of Tudor* by Kathryn Lasky

*Mary, Queen of Scots: Queen Without a Country* by Kathryn Lasky

*The Queen's Own Fool* by Jane Yolen and Robert Harris

*The King and the Gentleman* by Derek A. Wilson

*Cromwell* by Antonia Fraser

## SCIENCE

Featured scientist: Johannes Kepler (1571–1630)

[AnswersInGenesis.org/Kepler](http://AnswersInGenesis.org/Kepler)

## LANGUAGES ARTS

The works of William Shakespeare (1564–1616) will be studied over the next two weeks.

[shakespeare.com](http://shakespeare.com)

[online-literature.com/shakespeare](http://online-literature.com/shakespeare)

[en.wikipedia.org/wiki/William\\_Shakespeare](http://en.wikipedia.org/wiki/William_Shakespeare)

*A Year in the Life of William Shakespeare* by James Shapiro

*Shakespeare: The Biography* by Peter Ackroyd

*William Shakespeare: An Illustrated Biography* by Anthony Holden

## PILGRIM'S PROGRESS

*All the World's a Stage: A Pop-Up Biography of William Shakespeare* by Michael Bender

- It is said that William Tyndale, with his translation of the Bible into the common language, had an even greater effect on shaping the English language than did William Shakespeare. Why? Find out how both men have influenced and shaped English today.
- Research Shakespeare's life and choose two of his plays and two of his sonnets to read and summarize or critique. What allusions to biblical themes or ideas can you find in Shakespeare's works?

### WEEK 4

Chapter 10: Disc 1, Tracks 12–13 (7:30)

“So he took him by the hand again ... showing indignation in his countenance.”

Chapter 11: Disc 1, Track 14 (4:40)

“Then said the Interpreter to Christian, ... both by awakening of them, counseling of them, and proffering to help them off with their irons.”

Chapter 12: Disc 1, Track 15 (5:52)

“And as he was troubled thereabout, ... where he stumbled and fell, and rose no more.”

### HISTORY

To further understand the times during which Bunyan lived, it is helpful to know more about the cultural aspects. The following are suggested activities to assist learning.

- What were people wearing during Bunyan's time? Have a costume party in which everyone comes dressed as a seventeenth-century person.

[costumes.org/history/100pages/17thlinks.htm](http://costumes.org/history/100pages/17thlinks.htm).

[ed.fnal.gov/lincon/f97/projects/guildhall/costumes.html](http://ed.fnal.gov/lincon/f97/projects/guildhall/costumes.html)

- What games did they play during Bunyan's time? In *Grace Abounding to the Chief of Sinners*, John Bunyan mentions a game called “cat” or “tipcat.” What is it? Make your own game of tipcat and try playing it with your friends and family.

[inquiry.net/outdoor/games/beard/tipcat.htm](http://inquiry.net/outdoor/games/beard/tipcat.htm)

[vintagevolumes.com/tipcat.html](http://vintagevolumes.com/tipcat.html)

[museums.leics.gov.uk/collections-on-line/GetObjectAction.do?objectKey=273976](http://museums.leics.gov.uk/collections-on-line/GetObjectAction.do?objectKey=273976)



- What was theater like during Bunyan's time? Put together a period-appropriate advertisement for one of Shakespeare's plays.

[uni-koeln.de/phil-fak/englisch/shakespeare/](http://uni-koeln.de/phil-fak/englisch/shakespeare/)  
[britainexpress.com/History/elizabethan-theatre.htm](http://britainexpress.com/History/elizabethan-theatre.htm)  
[shakespeareauthorship.com/bd/](http://shakespeareauthorship.com/bd/)

#### SCIENCE

Featured scientist: Walter Charleton (1619–1707)

[en.wikipedia.org/wiki/Walter\\_Charleton](http://en.wikipedia.org/wiki/Walter_Charleton)

#### LANGUAGE ARTS

The study of the works of William Shakespeare (1564–1616) is continued from the previous week.

- Read *Romeo and Juliet* and watch *West Side Story*, which is a modernized version of *Romeo and Juliet*. Write your own modern-day play based on your favorite part of *Pilgrim's Progress*.

#### WEEK 5

Chapter 13: Disc 2, Track 1 (4:55)

“I looked then after Christian, ... O that I had not slept!”

Chapter 14: Disc 2, Track 2 (6:26)

“Now by this time he was come to the arbor again, ... and they appointed Piety, Prudence, and Charity to discourse with him: and thus they began.”

Chapter 15: Disc 2, Tracks 3–5 (9:24)

“Come, good Christian, since we have been so loving ... thou hast delivered thy soul from their blood.”

#### HISTORY

Study the history of life in Elizabethan England (1558–1603). This period led up to the time of John Bunyan. Find out more about what life was like during this time.

[renaissance.dm.net/compendium/index.html](http://renaissance.dm.net/compendium/index.html)

- What was a wedding like? At what age did people get married? What was a wedding garland made of?

## PILGRIM'S PROGRESS

- What happened on Quarter Days?
- What is “breeching”?
- What would you buy from a “bowyer”?
- If your father were a stapler, what would he do for a living? If you took a job as a gardener, how much would you be paid?
- John Bunyan was a tinker. What did tinkers do?
- What were the most common names for boys and girls born during this time?

### SCIENCE

Featured scientist: Sir William Petty (1623–1687)

[thoemmes.com/dictionaries/petty.htm](http://thoemmes.com/dictionaries/petty.htm)

[en.wikipedia.org/wiki/Sir\\_William\\_Petty](http://en.wikipedia.org/wiki/Sir_William_Petty)

### LANGUAGE ARTS

This week you may choose to study the works of John Milton (1608–1674).

[luminarium.org/sevenlit/milton/index.html](http://luminarium.org/sevenlit/milton/index.html)

[uwm.edu/Library/special/exhibits/clastext/clspg117.htm](http://uwm.edu/Library/special/exhibits/clastext/clspg117.htm)

*The Life of John Milton: A Critical Biography* by Barbara Kiefer Lewalski

- Older students can read *Paradise Lost* (or the Cliff Notes, since this piece is of great length) and write a research paper analyzing Milton’s most famous work.

## WEEK 6

Chapter 16: Disc 2, Track 6 (8:11)

“Now I saw in my dream, that thus they sat talking together ... He’s clad with northern steel from top to toe.”

Chapter 17: Disc 2, Track 7 (9:07)

“But now, in this valley of Humiliation ... and sped him away, that Christian for a season saw him no more.”

Chapter 18: Disc 2, Tracks 8–9 (13:47)

“In this combat no man can imagine, ... But since I live, let Jesus wear the crown.”

## HISTORY

John Bunyan lived when the Western world was transitioning into the Baroque era. Many of the most famous artists lived during these times.

[witcombe.sbc.edu/ARTHbaroque.html#Baroque](http://witcombe.sbc.edu/ARTHbaroque.html#Baroque)

[artcyclopedia.com/history/baroque.html](http://artcyclopedia.com/history/baroque.html)

[cis.yale.edu/ynhti/curriculum/units/1986/3/86.03.08.x.html](http://cis.yale.edu/ynhti/curriculum/units/1986/3/86.03.08.x.html)

*Seventeenth-Century Art and Architecture* by Ann S. Harris, published by Prentice Hall

For a more detailed coverage of the history of art, see *A History of European Art* (48 lectures, 30 minutes per lecture) Course No. 7100, taught by William Kloss, available from teach12.com (According to the website, these courses go on sale at least once a year.)

- Choose one or two artists of that time to focus on. What techniques did they use? What types of subjects did they prefer? What were their lives like?
- Visit an art museum and look for pieces by seventeenth-century (or earlier) artists of the Renaissance and Baroque periods.

## SCIENCE

Featured scientist: Robert Boyle (1627–1691)

[AnswersInGenesis.org/Boyle](http://AnswersInGenesis.org/Boyle)

## LANGUAGE ARTS

John Bunyan employs short, rhyming poems throughout his works.

[shadowpoetry.com/resources/wip/types.html](http://shadowpoetry.com/resources/wip/types.html)

[kathimitchell.com/poemtypes.html](http://kathimitchell.com/poemtypes.html)

[mca.k12.nf.ca/subpro5.htm](http://mca.k12.nf.ca/subpro5.htm)

[english.unitecology.ac.nz/resources/units/poetry/poetry.html](http://english.unitecology.ac.nz/resources/units/poetry/poetry.html)

- Choose two or three different types of poetry to discuss and learn about (see above links for various types).
- Students can choose their preferred poetical genre and write a poem in that style.

## WEEK 7

Chapter 19: Disc 2, Tracks 10–11 (9:35)

“Now, as Christian went on his way, ... Did you meet nobody in the Valley of Humility?”

## PILGRIM'S PROGRESS

### Chapter 20: Disc 2, Track 12 (7:30)

“Yes, I met with one Discontent, ... and I went through that which was behind with far more ease and quiet.”

### Chapter 21: Disc 3, Tracks 1–2 (11:38)

“Moreover, I saw in my dream, that as they went on, ...whether this thing be set up in his heart, house, or conversation.”

## HISTORY

John Bunyan lived when the Western world was transitioning into the Baroque era. Many of the most famous musicians lived during these times.

[mdw.ac.at/I105/orpheon/Seiten/Abra/vazquezcoll.htm#Keyboard% 20instruments:](http://mdw.ac.at/I105/orpheon/Seiten/Abra/vazquezcoll.htm#Keyboard%20instruments)

[usd.edu/smm/1617ckl.html](http://usd.edu/smm/1617ckl.html)

[csupomona.edu/~jcclark/emusic/renaissa.html](http://csupomona.edu/~jcclark/emusic/renaissa.html)

[baroquemusic.org/compgall.html](http://baroquemusic.org/compgall.html)

- Choose one or two musicians of that time to focus on. What were their lives like?
- What types of musical instruments were being used during John Bunyan's time?

## SCIENCE

Featured scientist: John Ray (1627–1705)

[AnswersInGenesis.org/Ray](http://AnswersInGenesis.org/Ray)

## LANGUAGE ARTS

You may choose to study the works of Sir Walter Raleigh (1554?–1618).

[luminarium.org/renlit/ralebib.htm](http://luminarium.org/renlit/ralebib.htm)

[infoplease.com/ce6/people/A0841030.html](http://infoplease.com/ce6/people/A0841030.html)

[britishexplorers.com/woodbury/raleigh.html](http://britishexplorers.com/woodbury/raleigh.html)

[bbc.co.uk/history/historic\\_figures/raleigh\\_walter.shtml](http://bbc.co.uk/history/historic_figures/raleigh_walter.shtml)

[en.wikipedia.org/wiki/Walter\\_Raleigh](http://en.wikipedia.org/wiki/Walter_Raleigh)

*Sir Walter Raleigh: Being a True and Vivid Account of the Life and Times of the Explorer, Soldier, Scholar, Poet, and Courtier* by Raleigh Trevelyan

*Sir Walter Raleigh* (History Makers Bios) by Stephanie Sammartino McPherson

*The King's Quinto: The Life and Times of Sir Walter Raleigh* by Barbara O'Sullivan

- Choose three of his poems to read and summarize.

## WEEK 8

Chapter 22: Disc 3, Track 3 (10:17)

“Then Faithful stepped forward again, ... for now they went through a wilderness.”

Chapter 23: Disc 3, Track 4 (5:02)

“Now when they were got almost quite out of the wilderness, ... as unto a faithful Creator.”

Chapter 24: Disc 3, Tracks 5–7 (10:00)

“Then I saw in my dream, that when they were got out of the wilderness, ... until they should be otherwise disposed of.”

## HISTORY

Isaac Watts (whom we'll focus on next week) is considered the father of English hymnody, while the Psalter was used by many as a hymnbook.

- Choose two or three hymnwriters and research their lives. How did hymnwriting develop? For what purposes did the writers write their hymns?

[planetkc.com/puritan/Hymns/hymns.htm](http://planetkc.com/puritan/Hymns/hymns.htm)

[en.wikipedia.org/wiki/Hymn](http://en.wikipedia.org/wiki/Hymn)

[newadvent.org/cathen/07596a.htm](http://newadvent.org/cathen/07596a.htm)

*Amazing Grace*, by Kenneth W. Osbeck, has “366 inspiring hymn stories for daily devotions.” Many of the featured hymns are from the 1800s, but there are a few from the seventeenth and eighteenth centuries.

- What is the Psalter? How did the writers put the psalms to music? Choose a psalm and make your own tune for it.

[cgmusic.com/workshop/index.htm](http://cgmusic.com/workshop/index.htm)

## SCIENCE

Featured scientist: Blaise Pascal (1623–1662)

[AnswersInGenesis.org/Pascal](http://AnswersInGenesis.org/Pascal)

# PILGRIM'S PROGRESS

## LANGUAGE ARTS

Reading recipes: Find some cooking recipes from the sixteenth and seventeenth centuries to read (and possibly make).

[historicfood.com/Quinces%20Recipe.htm](http://historicfood.com/Quinces%20Recipe.htm)

[panix.com/~nexus/cooking/cc16.shtml](http://panix.com/~nexus/cooking/cc16.shtml)

[pbm.com/~lindahl/food.html](http://pbm.com/~lindahl/food.html)

[pbm.com/~lindahl/cariadoc/cooking\\_from\\_primary\\_sources.html](http://pbm.com/~lindahl/cariadoc/cooking_from_primary_sources.html)

[jducoeur.org/Cookbook/Cookrye.html](http://jducoeur.org/Cookbook/Cookrye.html)

- Choose a favorite dish and write down step-by-step directions for making it.
- Interview your grandparents (or others of an older generation) and ask about their favorite recipes. Take notes on what they say, and write step-by-step directions for each recipe. Then organize the recipes alphabetically by name of recipe. Write a small paragraph describing why the recipe is important to the person or why they have fond memories of the recipe. Create a reusable “recipe quilt” to display your recipes. To do this, organize twelve (or the appropriate number based on the number of recipes you have), one-gallon, zip-close plastic bags into rows of three or four. With duct tape (which is available in a variety of colors), tape the front of the bags vertically and horizontally, leaving the back of the bags accessible for slipping in the papers. Slide the recipes (which can be written or printed on different colors of paper) into the bags.

## WEEK 9

Chapter 25: Disc 3, Tracks 8–9 (11:55)

“Then a convenient time being appointed, ... Thou wilt live from age to age.”

Chapter 26: Disc 3, Tracks 10–11 (10:43)

“But as for Christian, he had some respite, ... and yet be a right honest man?”

Chapter 27: Disc 3, Track 12 (7:00)

“I see the bottom of your question; ... what will they do when they shall be rebuked by the flames of devouring fire?”

## HISTORY / LANGUAGE ARTS

In 1670, Isaac Watts, one of the most famous hymn writers, was born into a family of Nonconformists.

[cyberhymnal.org/bio/w/a/t/watts\\_i.htm](http://cyberhymnal.org/bio/w/a/t/watts_i.htm)

[justus.anglican.org/resources/bio/70.html](http://justus.anglican.org/resources/bio/70.html)

[wholesomewords.org/biography/bwatts.html](http://wholesomewords.org/biography/bwatts.html)

[victorshepherd.on.ca/Sermons/isaac.htm](http://victorshepherd.on.ca/Sermons/isaac.htm)

[smithcreekmusic.com/Hymnology/Watts/Isaac.Watts.html](http://smithcreekmusic.com/Hymnology/Watts/Isaac.Watts.html)

- Find out more about his life and his songs.
- Write a research paper on Isaac Watts and memorize your favorite of his hymns.
- Analyze and compare the content of his hymns—what themes does he focus on? Does he repeat words and phrases? What is the effect of this repetition? When does he use parallelism?
- Some students can write a hymn of their own, while others can develop the music for it (depending on students' interests).

#### SCIENCE

Featured scientist: Isaac Barrow (1630–1677)

[www-groups.dcs.st-and.ac.uk/~history/Mathematicians/Barrow.html](http://www-groups.dcs.st-and.ac.uk/~history/Mathematicians/Barrow.html)

[britannica.com/eb/article-9013496](http://britannica.com/eb/article-9013496)

#### WEEK 10

Chapter 28: Disc 4, Track 1 (9:01)

“Then Christian and Hopeful outwent them again, ... they ate, and drank, and departed.”

Chapter 29: Disc 4, Tracks 2–4 (10:12)

“Now I beheld in my dream, that they had not journeyed far, ... so they continued together in the dark that day, in their sad and doleful condition.”

Chapter 30: Disc 4, Tracks 5–6 (6:10)

“Well, towards evening the giant goes down into the dungeon again, ... Whose castle’s Doubting, and whose name’s Despair.”

#### HISTORY

John Bunyan was part of the parliamentary army for a few years. Learn more about what war was like during his time.

[users.wpi.edu/~jforgeng/17cIQP/armor.html](http://users.wpi.edu/~jforgeng/17cIQP/armor.html)

*A Short History of Costume and Armour* (two volumes) by Francis M. Kelly and Randolphe Schwabe

## PILGRIM'S PROGRESS

- Research the types of weapons and methods used during wars of that time.
- Choose a war to focus on, and write a research paper that describes the events leading up to the war, the battles fought, the outcome and any interesting anecdotes that you can find.

### SCIENCE

Featured scientist: Nicolaus Steno (1638–1686)

[AnswersInGenesis.org/Steno](http://AnswersInGenesis.org/Steno)

[AnswersInGenesis.org/Steno\\_geology](http://AnswersInGenesis.org/Steno_geology)

### LANGUAGE ARTS

You may choose to study the works of John Donne (1572–1631).

[online-literature.com/donne/](http://online-literature.com/donne/)

[luminarium.org/sevenlit/donne/](http://luminarium.org/sevenlit/donne/)

[en.wikipedia.org/wiki/Metaphysical\\_poets](http://en.wikipedia.org/wiki/Metaphysical_poets)

[en.wikipedia.org/wiki/John\\_Donne](http://en.wikipedia.org/wiki/John_Donne)

[spider.georgetowncollege.edu/english/allen/donne2.htm](http://spider.georgetowncollege.edu/english/allen/donne2.htm)

[britannica.com/eb/article-9052291](http://britannica.com/eb/article-9052291)

*John Donne: Man of Flesh and Spirit* by David L. Edwards

- How were the political and religious upheavals of his time reflected in his work?
- Donne was one of the metaphysical poets. What does this mean? What literary elements were distinctive of the metaphysical poets? How does the writing style of the metaphysical poets differ from Bunyan's writing style?

## WEEK 11

Chapter 31: Disc 4, Track 7 (7:40)

“They went then till they came to the Delectable Mountains, ... So I awoke from my dream.”

Chapter 32: Disc 4, Tracks 8–9 (6:42)

“And I slept, and dreamed again, and saw the same two pilgrims ... than by his endeavor that they missed of that good thing.”

Chapter 33: Disc 4, Tracks 10–11 (11:35)

“But it must needs be a comfort to him ... Over ten thousand-else scarce over three.”



## HISTORY

Around this time in history the United States of America was being founded by the Pilgrims. Find out more about the Pilgrims and their new settlements.

*A Child's Story of America*, published by Christian Liberty Press (also available with test and answer key)\*

*Of Plymouth Plantation* by William Bradford

*New England Primer* (Patriotic Textbook Series, 1777 edition)

## SCIENCE

Featured scientist: Nehemiah Grew (1641–1712)

[clendening.kumc.edu/dc/rti/therapeutics\\_1682\\_grew.html](http://clendening.kumc.edu/dc/rti/therapeutics_1682_grew.html)

[hcs.ohio-state.edu/hort/history/105.html](http://hcs.ohio-state.edu/hort/history/105.html)

[encyclopedia.jrank.org/GRA\\_GUI/GREW\\_NEHEMIAH\\_1641\\_1712\\_.html](http://encyclopedia.jrank.org/GRA_GUI/GREW_NEHEMIAH_1641_1712_.html)

Additionally, Bunyan references a “perspective glass” in this week’s lessons from *Pilgrim’s Progress*. You may want to take some time to research the history of telescopes and find out how they work.

[inventors.about.com/library/inventors/bltelescope.htm](http://inventors.about.com/library/inventors/bltelescope.htm)

[angelfire.com/ga/astronomyclubaugusta/History/telescope.html](http://angelfire.com/ga/astronomyclubaugusta/History/telescope.html)

- For those with access to a telescope, display it for students.
- Visit an astronomical observatory near you for opportunities to see and use a telescope.
- Compare the telescope to the microscope. How are they similar? How are they different? Who invented the microscope?

## LANGUAGE ARTS

You may use this week to study English folklore.

- Choose two English folk legends to read and explore their history. Which folk legends originated during the sixteenth and seventeenth centuries?

[en.wikipedia.org/wiki/English\\_folklore](http://en.wikipedia.org/wiki/English_folklore)

*A Dictionary of English Folklore* by Jacqueline Simpson and Steve Roud

- One of the English folk traditions that has survived over the years is called Morris Dance, a practice which was suppressed in Oliver Cromwell’s time. What is Morris Dance? Do you have any Morris dancer groups in your area?

[en.wikipedia.org/wiki/Morris\\_dance](http://en.wikipedia.org/wiki/Morris_dance)

## PILGRIM'S PROGRESS

- Tales of dragons abound in English folklore. John Bunyan refers to them several times in *Pilgrim's Progress*. Read three dragon tales. Do you believe dragons were real creatures or purely mythological? Write a paper explaining why you believe the way you do.

[AnswersInGenesis.org/dragons](http://AnswersInGenesis.org/dragons)

[en.wikipedia.org/wiki/European\\_dragon](http://en.wikipedia.org/wiki/European_dragon)

*After the Flood* by Bill Cooper\*

### WEEK 12

Chapter 34: Disc 4, Tracks 12–13 (7:35)

“So they went on, and Ignorance followed. ... and he, laughing at them, went his way.”

Chapter 35: Disc 5, Tracks 1–2 (15:33)

“I then saw in my dream, that they went on until they came to a certain country ... I could spill it all for the sake of the Lord Jesus.”

Chapter 36: Disc 5, Tracks 3–4 (15:37)

“I saw then in my dream, that Hopeful looked back, ... With all my heart; but you shall begin.”

### HISTORY

John Bunyan was a copious writer and a sincere follower of Christ.

[johnbunyan.org](http://johnbunyan.org)

[wholesomewords.org/biography/biorpbunyan.html](http://wholesomewords.org/biography/biorpbunyan.html)

[en.wikipedia.org/wiki/John\\_Bunyan](http://en.wikipedia.org/wiki/John_Bunyan)

*Abide with Me* (video available from [bimi.org](http://bimi.org))

- Learn more about his life and legacy. What were the names of his first and second wives? What were the names of his children?
- What were jails like at that time?

### SCIENCE

Featured scientist: Isaac Newton (1642/3–1727)

[AnswersInGenesis.org/Newton](http://AnswersInGenesis.org/Newton)

[AnswersInGenesis.org/gravity](http://AnswersInGenesis.org/gravity)

*Science and the Bible\** (volumes 1 and 2) by Don DeYoung, offers some simple experiments to demonstrate some of the discoveries by Isaac Newton:

Center-of-gravity position (vol. 2, #4)

Law of Inertia (vol. 2, #14; vol. 1, #14)

Refracting light (vol. 1, #1)

Newton's Third Law of Motion (vol. 1, #7)

Newton's Second Law (vol. 1, #10)

Gravity (vol. 1, #20, #22, #29)

### LANGUAGE ARTS

A list of the works that John Bunyan authored can be found at the link below. Choose two of his works, besides *Pilgrim's Progress*, to read and critique.

[johnbunyan.org](http://johnbunyan.org)

### WEEK 13

Chapter 37: Disc 5, Tracks 5–6 (11:02)

“Well then, did you not know, ... that they went on together till they came in sight of the gate.”

Chapter 38: Disc 5, Tracks 7–8 (9:13)

“Now I further saw, that betwixt them and the gate was a river; ... you shall go too with sound of trumpet, and be ever with him.”

Chapter 39: Disc 5, Tracks 9–10 (9:00)

“Now, while they were thus drawing towards the gate, ... I know not but 't will make me dream again.”

### HISTORY

John Bunyan was buried, along with other Nonconformists, at Bunhill Fields, a graveyard outside London. What is the background of this famous burial ground? Which other famous people are buried there?

[en.wikipedia.org/wiki/Bunhill\\_Fields](http://en.wikipedia.org/wiki/Bunhill_Fields)

[web.ukonline.co.uk/Members/cj.tolley/nch-bunhill.htm](http://web.ukonline.co.uk/Members/cj.tolley/nch-bunhill.htm)

- Make a sketch of the two figures found on either side of John Bunyan's tomb.

# PILGRIM'S PROGRESS

## SCIENCE

Featured scientist: Carolus Linnaeus (1707–1778)

[AnswersInGenesis.org/liger](http://AnswersInGenesis.org/liger)

[ucmp.berkeley.edu/history/linnaeus.html](http://ucmp.berkeley.edu/history/linnaeus.html)

[en.wikipedia.org/wiki/Carolus\\_Linnaeus](http://en.wikipedia.org/wiki/Carolus_Linnaeus)

## LANGUAGE ARTS

Ways to bring this study to a close:

- Choose your favorite character from *Pilgrim's Progress* and write a letter to him (or her) explaining why you chose him (or her).
- Write a diary entry of a character of your choice. How did he (or she) feel after encountering Christian? What did he (or she) think about their encounter? What did he (or she) do after leaving Christian?
- Share a connection that you have made in your life that was similar to one that you read in *Pilgrim's Progress*.
- Explain why you felt it was valuable to study *Pilgrim's Progress*.
- Write a short essay explaining three things you learned from studying *Pilgrim's Progress*.
- Write a short essay explaining why you feel someone else should read this story.
- Choose a scene from *Pilgrim's Progress* and write a short narrative that develops it in more detail. For example, what did Christian say to those who had gone before him to the Celestial City when he arrived? What was his conversation like with his family before he left the City of Destruction?
- Choose a scene from the story and summarize it briefly. Design a rebus to reflect your summary and then share it with others.