

LITERATURE OF THE REFORMATION ERA

STUDENT WORKBOOK

J. Parnell McCarter

©2007 J. Parnell McCarter. All Rights Reserved.

6408 Wrenwood

Jenison, MI 49428

(616) 457-8095

The Puritans' Home School Curriculum

www.puritans.net

ASSIGNMENT FOR CHAPTER 1

1. Wycliffe, like Chaucer, wrote in Middle English. In several sentences, compare the Middle English of Chaucer (which you read in your medieval literature textbook), with the Middle English of Wycliffe.
2. Wycliffe's English language Bible, followed later in time by the King James' Version Bible, did much to standardize written English among the English-speaking people. The King James' Version Bible is written in what is called Modern English (although many people mistakenly think otherwise). In several sentences, compare the Middle English of Wycliffe, with the Modern English of the King James' Version Bible.
3. What did Wycliffe do to inaugurate the Reformation?

ASSIGNMENT FOR CHAPTER 2

1. What role did Petrarch play in the Renaissance movement?
2. How many lines are there in Petrarch's poem, and what does that and other evidence suggest about the nature of the poem?
3. At this time in history, Italians were foremost of the Europeans in sea commerce. How does that perhaps affect Petrarch's poem?
4. In his poem, what do you think the voyage is symbolic of? Why?
5. What is a galley?
6. Why might the poem's narrator call his lord his enemy?
7. Scylla and Charybdis is an allusion to ancient Greek literature. What do they mean in Petrarch's poem?
8. What is the tone of the poem?
9. How does Petrarch employ imagery in the poem?
10. What is the theme of the poem? life as a difficult voyage of unfulfilled romance
11. The form of Italian sonnets typically consists of 1 octave (a major group of 8 lines) followed by the sestet (a minor group of six lines), whereas the English sonnet typically consists of 3 quatrains followed by a couplet. Does the poem follow the Italian or English form?
12. What is a "double star", and what does Petrarch mean for it to symbolize in the poem?
13. What in the poem is said to shred the sail? mad desire, hope, heavy sighs
14. Sonnets often address romantic themes? Does this one?
15. What is unrequited love, and does it play a part in this poem?
16. Does this poem reflect a Biblical Christian perspective on life? Why or why not?

ASSIGNMENT FOR CHAPTER 3

1. How is Boccaccio a bridge between the medieval era of his past and the future era, and how is it reflected in *Decameron*?
2. What great European event served as the backdrop for the stories of *Decameron*?
3. To what did Boccaccio attribute the cause of the “deadly pestilence”?
4. Boccaccio indicates people responded differently to the “deadly pestilence”. What were these different responses?
5. What sorts of funerals were people given during the pestilence?

ASSIGNMENT FOR CHAPTER 4

1. In which century did Thomas A Kempis live?
2. Does it seem Thomas A Kempis was familiar with the words of scripture? Why or why not?
3. What was Thomas A Kempis attitude towards reading scripture?
4. Describe the style and tone of *Imitations of Christ*.

ASSIGNMENT FOR CHAPTER 5

1. To whom did Erasmus address his preface in *The Praise of Folly*?
2. What is the theme of *The Praise of Folly*?
3. What genre does the preface suggest *The Praise of Folly* is?
4. What aspects of society came under sharp ridicule in the work?
5. What was being suggested in the oration that “whoever intends to have children must have recourse to folly”?
6. According to the oration concerning Folly’s companions, who are some of the companions cited?
7. In the oration on magical charms, which classes of men are said most to profit financially from the dispensing of “feigned miracles and strange lies”?
8. What seems to have been Erasmus’ opinion of those churchmen who sold pardons from purgatory?
9. Did Erasmus trust the common people?
10. What does Erasmus think of the Schoolmen and Scholasticism?
11. Does Erasmus believe the Schoolmen and Scholasticism capture the Biblical doctrines in their teaching? How or how not?
12. Summarize Erasmus’ conclusions concerning the Romish monks.
13. In what tone do you think the last line of *The Praise of Folly* was written? Why?

ASSIGNMENT FOR CHAPTER 6

1. Briefly describe More's conception of the ideal state in a few sentences.
2. What would More have thought about this opinion: "thieves should be put to death"?

ASSIGNMENT FOR CHAPTER 7

1. Martin Luther's 95 Theses were a reaction from and response to medieval Roman Catholicism. What do we learn about the Roman Catholicism of the time by reading these theses?
2. How do we know from reading the 95 Theses that they reflect a time in Luther's development before he had totally broken with Romanism?
3. How are the 95 Theses testimony to the fact that reformation often comes in stages?

ASSIGNMENT FOR CHAPTER 8

1. According to Calvin's *Institutes*, why are knowledge of God and self mutually interdependent?
2. Why is piety requisite for the knowledge of God?
3. Briefly describe the writing style of Calvin's *Institutes*?
4. Why does Calvin aver that man needs scripture, given man already has natural revelation?
5. What is Calvin's position regarding images in worship, and how does he support his position?
6. John Calvin is famously associated with the doctrine of predestination, because of his vigorous defense of it. What does it appear Calvin means by "predestination", and what arguments does he set forth in its defense?

ASSIGNMENT FOR CHAPTER 9

1. John Knox had a very different purpose in mind when writing *The First Blast of the Trumpet* than John Calvin had in writing *The Institutes*. Compare and contrast the purposes and styles of these two Reformation writings.
2. What is the thesis of Knox's *The First Blast of the Trumpet* ?
2. From what Knox has, does it seem that the thesis of his work was commonly proclaimed in his own day? Why or why not?
3. Does it seem that Knox was a man that was easily cowed by the opinions of others? Support your answer with evidence from his work.
4. Occasionally in his work Knox refers to the Queen of England. Who was the queen when Knox wrote it?
5. What did Knox conceive to be the duty of Christian civil magistrates with respect to the Old Testament law?
6. What are some of the chief objections to his thesis, according to Knox, and how does he respond to them?
7. In his "Summary of the Proposed Second Blast of the Trumpet", do you think Knox was averring the right of a parliament to impeach a wicked monarch, or was he averring the right of individual citizens to revolt?

ASSIGNMENT FOR CHAPTER 10

1. What is the meaning of this phrase in the *Spiritual Exercises*: “the white which I see, is black, if the Hierarchical Church so decides it”? And how does it form as it were the foundation of every other proposition in the *Spiritual Exercises*?
2. Write a critique of this phrase from a Biblical perspective: “the white which I see, is black, if the Hierarchical Church so decides it”.
3. What do the *Spiritual Exercises* teach concerning predestination?
4. How do the *Spiritual Exercises* contradict the regulative principle of worship? In what ways is the principle contradicted?

ASSIGNMENT FOR CHAPTER 11

1. Do you think *Don Quixote* is a satire? Why or why not? If so, what is being satirized?
2. How is *Don Quixote* a commentary on the medieval era?
3. Compose a character sketch of the character Don Quixote.
4. What is the tone of *Don Quixote*?
5. What does “quixotic” mean, and how does the word relate to this work?
6. Give examples of irony from *Don Quixote*.
7. What are some examples from the story that manifest the traditional Romanist culture of the Spain of that time?

ASSIGNMENT FOR CHAPTER 12

1. How does Machiavelli manifest lack of faith in God's word by his manner of advice regarding the ideal prince?
2. Which two animals does Machiavelli suggest a prince should mimic?
3. How does Machiavelli recommend a prince should appear to the populace?

ASSIGNMENT FOR CHAPTER 13

1. What is a pastoral lyric? Poetry that expresses emotions in an idyllic setting. It is related to the term "pasture," and is associated with shepherds writing music to their flocks. The tradition goes back to David in the Bible and Hesiod the Greek poet.
2. Is this poem a pastoral lyric? Why or why not?
3. What are the themes of this poem?
4. What is the tone of the poem?
5. What is the metrical schema of the poem?
6. What is the rhyme pattern in the poem?
6. How is the metrical schema consistent with the poem's themes?
7. How many stanzas are in the poem?
8. What is a quatrain?
9. Is the perspective of this poem Biblical? Why or why not?
10. What does the term "passionate" in the title imply about the nature of the shepherd's love?
11. To what aspect of her personality does the shepherd appeal?
12. There is a humanistic tradition that our problems are caused by having too many restrictions by society. If we could get away from these rules, we could return to a pristine condition of happiness. The "free love" movement of the 1960's was a modern manifestation of this utopian belief. If the nymph would go a-maying with the shepherd, they would have a perfect life. Is this realistic? Why or why not?
13. How is time presented in the poem?
14. How does the poet use the setting of the poem to buttress the poem's theme?
15. History suggests that the poet Marlowe lived a sexually licentious life. Do you think this is manifested in his poem? How?

ASSIGNMENT FOR CHAPTER 14

1. In what ways does Raleigh's poem satirize Marlowe's poem?
2. How many stanzas are in this poem?
3. How does each stanza in Raleigh's poem respond to each stanza in Marlowe's poem?
4. At <http://www.enotes.com/passionate-shepherd/> we read: "Christopher Marlowe's "The Passionate Shepherd to His Love" fits perfectly into the poetic genre of the period. Poets of the Elizabethan age used poetry as a way to express their wit and talent. It is likely that Marlowe's poem would have been passed around among his friends long before its publication in 1599 in England, six years after the poet's death. Few Elizabethan poets published their own work, especially one as young as Marlowe, and so it is fairly certain that the poem was well-known long before its publication. The composition date is thought to be about 1588, and probably it generated many responses well before its publication nearly a dozen years later. Among these responses was Sir Walter Raleigh's "The Nymph's Reply to the Shepherd" (date unknown, but thought to be about 1592), which provides the woman's response to Marlowe's shepherd. What do you think motivated Raleigh to compose this poetic response?"
5. Marlowe had used nature to buttress his theme. How does Raleigh use nature to buttress his theme?
6. Someone has written: "Raleigh combines *carpe diem* with *tempus fugit* in an unusual way. Normally we should seize the day because time flies. Raleigh argues that because time flies, we should NOT seize the day." How so?
7. Would Raleigh see society and societal norms as spoiling love and pleasure?
8. What is the metrical schema of this poem? How does it compare with Marlowe's?
9. What does Raleigh suggest about the advisability of "free love in the grass"?

ASSIGNMENT FOR CHAPTER 15

1. There was vigorous debate during the Reformation era concerning the contours of an ideal commonwealth. More had described his vision in his *Utopia*. Theologians like Calvin described it in their theological treatises. Bacon described his version in *The New Atlantis*. In what ways was Bacon's version similar to and different from these other versions?
2. What role did the Bible seem to play in Bacon's version versus these other versions?
3. Here is how one person has commented upon Bacon's *The New Atlantis*: "Bacon's literary executor, Dr. Rawley, published "The New Atlantis" in 1627, the year after the author's death. It seems to have been written about 1623, during that period of literary activity which followed Bacon's political fall. None of Bacon's writings gives in short space so vivid a picture of his tastes and aspirations as this fragment of the plan of an ideal commonwealth. The generosity and enlightenment, the dignity and splendor, the piety and public spirit, of the inhabitants of Bensalem represent the ideal qualities which Bacon the statesman desired rather than hoped to see characteristic of his own country; and in Solomon's House we have Bacon the scientist indulging without restriction his prophetic vision of the future of human knowledge. No reader acquainted in any degree with the processes and results of modern scientific inquiry can fail to be struck by the numerous approximations made by Bacon's imagination to the actual achievements of modern times. The plan and organization of his great college lay down the main lines of the modern research university; and both in pure and applied science he anticipates a strikingly large number of recent inventions and discoveries. In still another way is "The New Atlantis" typical of Bacon's attitude. In spite of the enthusiastic and broad-minded schemes he laid down for the pursuit of truth, Bacon always had an eye to utility. The advancement of science which he sought was conceived by him as a means to a practical end—the increase of man's control over nature, and the comfort and convenience of humanity. For pure metaphysics, or any form of abstract thinking that yielded no "fruit," he had little interest; and this leaning to the useful is shown in the practical applications of the discoveries made by the scholars of Solomon's House. Nor does the interest of the work stop here. It contains much, both in its political and in its scientific ideals, that we have as yet by no means achieved, but which contain valuable elements of suggestion and stimulus for the future." What appears to be the philosophical perspective of this commentator? Do you agree or disagree with it? Why or why not?
4. In *The New Atlantis*, the best and brightest of Bensalem's citizens attend a college called Salomon's House, in which scientific experiments are conducted in Baconian method in order to understand and conquer nature, and to apply the collected knowledge to the betterment of society. How would you describe the Baconian method, having read *The New Atlantis*?
5. The Royal Society was founded in 1660, only a few months after the Restoration of King Charles II, by members of one or two either secretive or informal societies already in existence. The Royal Society enjoyed the confidence and official support of the restored monarchy. The "New" or "Experimental" form of philosophy was generally ill-regarded by the Aristotelian and religious academies, but had been promoted by Sir Francis Bacon in his book *New Atlantis*. Robert Boyle refers to the "Invisible College" as

early as 1646. A founding meeting was held at the premises of Gresham College in Bishopsgate on 28 November 1660, immediately after a lecture by Sir Christopher Wren, at that time Gresham Professor of Astronomy. At a second meeting a week later, Sir Robert Moray, an influential Freemason who had helped organize the public emergence of the group, reported that the King approved of the meetings. The Royal Society continued to meet at the premises of Gresham College and at Arundel House, the London home of the Dukes of Norfolk, until it moved to its own premises in Crane Court in 1710. A formal Royal Charter of incorporation passed the Great Seal on 15 July 1662, creating "The Royal Society of London", with Lord Brouncker as the first President, and Robert Hooke was appointed as Curator of Experiments in November 1662. A second Royal Charter was sealed on 23 April 1663, naming the King as Founder and changing the name to "The Royal Society of London for the Improvement of Natural Knowledge". The motto of the Royal Society, "Nullius in Verba" (Latin: "On the words of no one"), signifies the Society's commitment to establishing the truth of scientific matters through experiment rather than through citation of authority. In what ways do you think the ideal advocated in *The New Atlantis* and embodied in the Royal Society prepared for the dominant trend of the modern era? In what ways did it undermine both the medieval and reformation order of society and scholarship?

ASSIGNMENT FOR CHAPTER 16

1. In Act I, scene 1 provides the background for the plot of the play. Why do you think Shakespeare chose to do it in this way?
2. It is against the law of nature (as well as the law revealed in the Bible) to marry the sibling of one's deceased spouse. How is this law pertinent in the plot of *Hamlet*, and why would it have been such a poignant issue in mind of an English audience?
3. Why do you think Shakespeare chose Wittenberg as the site for the university where Hamlet and Horatio were students?
4. Why do you think Shakespeare incorporated in his plays ghosts and witches?
5. What do you think of Lord Polonius' parting advice to his son Laertes, as Laertes is leaving for France?
6. As a playwright, Shakespeare sought to justify his craft in an age when Puritans were opposed to the theater and showed from scripture its unlawfulness. How did Shakespeare's use of a play within a play in *Hamlet* serve his end, and what does it say about Shakespeare's perspective on the theater?
7. What is the debate within Hamlet's mind, voiced in his famous "to be or not to be" soliloquy?

ASSIGNMENT FOR CHAPTER 17

1. Write an essay describing how a character in *Macbeth* struggles to gain power and its effect on other characters in the drama.
2. What is meant by the line “fair is foul, and foul is fair” in Act I, Scene I, and how does it support the overall theme of the play?
3. What should we think of actors playing the role of witches or murderers in a play like *The Tragedy of Macbeth* ? Which Bible verses support your conclusion?
4. A central question in *The Tragedy of Macbeth* is whether human society is fundamentally amoral, dog-eat-dog. How do you think this question is resolved in the play?
5. Which characters in the play seem to regard life as amoral, and which do not?
6. Probably composed in late 1606 or early 1607, *Macbeth* is the last of Shakespeare's four great tragedies, the others being *Hamlet*, *King Lear* and *Othello*. It is a relatively short play without a major subplot, and it is considered by many scholars to be Shakespeare's darkest work. Why do you think it is regarded as such a dark work?
7. What role does nature play in *The Tragedy of Macbeth*?
8. Do you think Lady Macbeth is portrayed sympathetically or unsympathetically?
9. Often we can be disappointed with what we placed our trust in. Compose a paragraph showing from the play a character who was deceived by what he had placed his trust in.
10. A bad conscience can destroy someone. How did it destroy Lady MacBeth?

ASSIGNMENT FOR CHAPTER 18

1. In Sonnet 18, how does Shakespeare employ imagery to describe the one he loves?
2. What aspects of summer does the poet admire?
3. What is the meter of the poem?
4. Why do you think the poet chose the sonnet form for this poem?
5. What two things are compared in the poem?
6. What aspects of summer does the poet disdain?
7. Which term in the poem marks the pivot point of the comparison?
8. What is personified in line 11?
9. What does “this” in line 14 refer to?

ASSIGNMENT FOR CHAPTER 19

1. Sermons expositing scripture texts were a central feature of the Protestant Reformation. Why so?
2. In his sermon, Mr. Sibbes notes two general purposes of the prophet Isaiah in the sermon text. What are the two purposes he cites?
3. Every piece of literature has within it certain assumptions that the writer holds true even if not expressly stated. What are some of those assumptions of Mr. Sibbes' sermon?
4. The assumptions commonly held during the Reformation era in the Protestant nations were by and large rejected in the modern era. What do you think led to this rejection?
5. Based on the sermon, how would you characterize Sibbes' view of God?
6. Based on the sermon, how would you characterize Sibbes' view of man?
7. The sermon mentions the active and passive obedience of Christ. How are these defined in the sermon?
8. A central feature of the Protestant Reformation was rejection of Romish errors which had become accepted during the medieval era. What are some of these errors specifically denounced in the sermon?
9. The issue of assurance of salvation was one which the Puritans wrestled much with. What does Mr. Sibbes say about it in his sermon?
10. Mr. Sibbes explains how the elect's condition in Christ is better than Adam's was. How so?
11. To what does Mr. Sibbes attribute the reason why Christ did not come with more pomp into the world in His First Advent?
12. What lessons ought we learn from Christ's coming in humility into the world?

ASSIGNMENT FOR CHAPTER 20

1. Common characteristics of Puritan sermons include: exposition of a scripture text; a focus upon Jesus Christ and His exceeding beauty and grace; calling of hearers to embrace the gospel of grace alone through faith alone, realizing their own depravity; and application of the text to the life of believers, showing how they ought to live in the light of God's revealed word. Show how each of these elements is present in Flavel's sermon.
2. How does Flavel give a brief polemical rebuke to Judaism?
3. How does Flavel's Calvinism show through in his sermon?
4. How does Flavel believe the term "nations" should be understood in the phrase "the desire of all nations"?
5. Briefly summarize how Flavel answers this question: upon what account does Christ become the desire of all nations?
6. Sketch an outline of the sermon.
7. How does Flavel press the conscience of England as a nation to act in applied response?
8. Puritan sermons were typically soul-searching. How does Flavel press the consciences of individual believers in the sermon?
9. What concluding advice does Flavel offer in his sermon for those whose hearts are cold in their desire for Christ?

ASSIGNMENT FOR CHAPTER 21

1. The mass of men today concentrate on that which is fleeting and material. In contrast, to meditate upon God is to consider that which is perfectly sublime and eternal. Compare some of Charnock's meditations upon God with the preoccupations of so many modern Americans on things like sports.
2. According to Charnock, how does God differ from man with respect to His knowledge?
3. According to Charnock, how does God differ from man with respect to His decrees?
4. How does Charnock reason we can deduce God's eternality from his immutability?
5. How does Charnock reason we can deduce God's eternality from his infinite perfection?
6. What comfort does Charnock suggest the people of God may find in the doctrine of God's eternity?

ASSIGNMENT FOR CHAPTER 22

1. Quoting from the Apostle Paul, Burroughs asserts “Christ is all in all”. What does Burroughs indicate is meant by the first “all”?
2. Quoting from the Apostle Paul, Burroughs asserts “Christ is all in all”. What does Burroughs indicate is meant by the second “all”?
3. What does Burroughs say is “the most absolutely necessary point in all theology”?
4. Prepare a brief outline of this sermon.

ASSIGNMENT FOR CHAPTER 23

1. How does the English of the King James' Version compare with that of Wycliffe's translation?
2. What characteristics of the King James' Version make it aesthetically beautiful?

ASSIGNMENT FOR CHAPTER 24

1. How does the poet use literary techniques like imagery, metrical scheme, and syntax to reveal the poet's attitudes?
2. What is a quatrain?
3. Of how many quatrains does this poem consist?
4. At the beginning of the poem, in the first two quatrains, Donne teaches a didactic lesson by way of a comparison and analogy. What are the two things compared?
5. What is the didactic lesson in these two quatrains?
6. In poetry, what is a conceit?
7. Do you think Donne employs any conceits in his poem? If so, provide examples.
8. What is a valediction, and why do you think Donne entitled his poem a valediction?
9. Describe the speaker of this poem, based upon what can be deduced from the poem.
10. Describe the listener of this poem, based upon what can be deduced from the poem.
11. It is probable that Donne wrote this poem for his wife, Ann Donne, and gave it to her before leaving to go abroad in 1611. At the time, Ann was sick and pregnant, and apparently protested being left behind as her husband began a European tour with his friend, Sir Robert Drury. How is that biographical information consistent with what we find in the poem, and how does it affect your interpretation of it?
12. In the second quatrain, why do you think the poet uses the term 'melt' in the context?
13. In the second quatrain, why do you think the poet refers to others as "the laity", and how does this tie in with his use of the term "profanation"?
14. In the poem Donne compares the love relationship to natural phenomena. What are some examples of this in the second and third quatrains?
15. In the third stanza the speaker presents a contrast between an earthquake and the "trepidation of the spheres" (according to the classic astronomical theory that the heavenly bodies were spherical and traveled in circles). What is the point of the contrast, as suggested in the fourth and fifth stanzas?
16. In quatrain six, Donne echoes a view of marriage found in the first several chapters of Genesis. What is that view?
17. How does Donne attempt to use that view of marriage to bolster his own argument?
18. The poetic speaker, in the closing argument of his poem, changes his symbol of perfection from the sphere to the circle. In the Ptolemaic Universe, which was the model long held, the universe consists of perfect spheres and perfect circular orbits. Using the circle, what is the closing argument of the poet?

ASSIGNMENT FOR CHAPTER 25

1. What is personification?
2. What is personified in this poem?
3. What effect do you think Donne wanted to create by use of personification?
4. Which text in scripture did Donne evidently draw upon in composing this poem?
5. Do you think the “some” referred to in line 1 of the poem at times included the poet himself? Why or why not?
6. What two things in line 5 are referred to as pictures of death? How are they pictures of death?
7. How do these two things bring pleasure, as Donne asserts?
8. What is the point of Donne’s comparison of these two things and death?
9. In line 8 Donne mentions two pleasures or benefits that come with death. What are they?
10. What do you think is the point of Donne stating that “our best men” go with death? Why did he not just say all men?
11. Lines 9 and 10 are intended to wound Death’s pride. How so?
12. In what sense is Death subject to “fate, chance, kings and desperate men”?
13. It is said that one is known by the company one keeps. How does Donne suggest this is so indicting for Death?
14. Lines 11 and 12 also are intended to wound Death’s pride, by way of comparison. How so?
15. What is a paradox?
16. The poem ends with a paradox. What is that paradox, and how is it so?
17. Some have called the poem “*Death Be Not Proud*” a tirade against death. Do you agree or disagree? Why?
18. Donne’s wife’s death in 1617 may have been the occasion that prompted him to write this poem, as it seems it was for some other of his poems. How would the thoughts conveyed in this poem- ideas which have their source in scripture – have been a solace to Donne in just such an occasion?

ASSIGNMENT FOR CHAPTER 26

1. According to Winthrop's speech, what was the end of those who were establishing New England?
2. What does Winthrop say about the consequences of the covenant of the people of Puritan New England? that if they fail to fulfill its articles, God will judge them
3. In what sense would New England be "a city upon a hill", according to Winthrop?
4. Winthrop concludes by mentioning Moses' farewell exhortation. What parallels are there between these two peoples?

ASSIGNMENT FOR CHAPTER 27

1. The discipline of literary analysis requires knowledge of certain terms which are used in the context of analysis. Some of the terms include: diction, tone, detail, syntax, imagery, and figurative language. Define each of these terms.
2. Compose an essay explaining how Milton employs diction, tone, detail, syntax, imagery, and figurative language to create an impression about Adam.
3. How does Milton employ classical allusions in *Paradise Lost*? To what effect?
4. This epic poem grapples with many theological issues, including fate, predestination, and the Trinity. Explain its commentary on these three topics.
5. Symbols are objects, characters, figures, or colors used to represent abstract ideas or concepts. What are some symbols present in *Paradise Lost*?
6. *Paradise Lost* includes many contrasting characters. Compare and contrast an example found in *Paradise Lost*.
7. It is characteristic of a classical epic that the poet invokes the aid of his patron muse near the beginning of his epic poem. Which muse does Milton invoke, fusing classical method with Christian theme?
8. In this beginning invocation, what does Milton state is the purpose of his epic poem?
9. Milton moves from prayer into an account of Satan's fall, by asking who or what caused man to fall. According to Milton, what was Satan's motive in effecting the Fall of man?
10. Next is Satan's speech to Beelzebub. Though acknowledging their sad and difficult condition, why does it seem Satan does not repent of his rebellion?
11. In Beelzebub's reply to Satan, how does he suggest the futility of rebellion against God, in light of the providence of God?
12. Satan is able to persuade Beelzebub not to give up the fight against God. How is Satan able to do this?
13. Given the nature of man, there are many who have read Milton's *Paradise Lost* and come to view Satan in it as hero rather than villain. Why do so many sympathize with this quote by the character Satan: "better to reign in Hell, than to serve in Heav'n"? How has Satan deceived himself, even in believing this statement?
14. How does Satan employ sarcasm to arouse the demon hordes to join him in rebellion rather than remaining idle in hell?
15. Beginning in line 622 of Book I, Satan begins to speak to the assembled host of demons. What futile hope does Satan plant in the minds of the demons?
16. In this same speech, how does Satan blame God for their rebellion?
17. Also in this speech of Satan he mentions a rumor he heard while still in heaven, planting in the minds of the demons a suggestion of what course they should take. What is this rumor?
18. What is the significance in the fact that the demons are able to construct their "high Capital" of Pandemonium?
19. Book IV begins with Satan's soliloquy, through which we have a window into the character Satan's thoughts. How are his thoughts different from what he had said to the demons?
20. Why do you think Satan is described as "pensive and slow" as he enters Eden on earth?

21. How do Adam and Eve first appear to Satan?
22. There are at least some reasons to fear that John Milton had an unorthodox view of God. Is there anything you read in the poem that suggests this is the case?
23. Some have suggested that this is “the great Protestant epic poem in English”. What is an epic poem, and do you agree or disagree with this assessment?

ASSIGNMENT FOR CHAPTER 28

1. What does John Owen assert God intended as to purpose in the death of Christ?
2. What is some proof that Owen offers for what he considers to be the purpose in the death of Christ?
3. John Owen lists 5 blessings effected in the death of Christ. What are the 5 blessings he listed?
4. At the end of Book 1, Chapter I Owen reveals the Arminian alternative to the Calvinist thesis regarding the death of Christ. What is this alternative?
5. For whom did Christ die to redeem, according to Owen?

ASSIGNMENT FOR CHAPTER 29

1. Which scripture text is the basis for Owens' treatise "Of the Mortification of Sin in Believers"?
2. Owens points out a duty, a promise, and a cause or means of the performance of the duty. What are these?
3. Of what 3 things does Owens suggest mortification of a lust consists?

ASSIGNMENT FOR CHAPTER 30

1. What relation is there between the word of God and the Holy Spirit, according to Turretin?
2. How does Turretin explain the preservation of the infallible word of God yet the use of uninspired copyists and printers in its preservation?
3. Per Turretin, what is the difference between the Papist and the Protestant view on how scripture derives its authority?
4. What is the two-fold reason the scriptures are called canonical, according to Turretin?
5. Briefly, what are the reasons the Apocryphal books should be rejected?
6. What is meant by 'apograph'?
7. Have the Old Testament and New Testament apographs come down to us uncorrupted? How do we know?
8. How do Protestants and Papists differ on the question of unwritten traditions?
9. How does Turretin contrast the doctrine of justification by Protestants and Romanists?
10. How does it appear Turretin's view of reprobation differed from that of most Roman Catholic scholars?
11. How are the terms "election" and "predestination" to be distinguished, according to Turretin?

ASSIGNMENT FOR CHAPTER 31

1. The Canons of Dort set forth the doctrines of grace, in opposition to Arminian doctrine. These doctrines of grace are set forth in five points, known as the five points of Calvinism. Briefly summarize each of these five points.
2. What do the Canons of Dort say regarding election being based upon foreseen faith?
3. What do the Canons of Dort say is the sense in which we understand the proposition that faith is the gift of God?

ASSIGNMENT FOR CHAPTER 32

1. Of what did the Westminster Standards consist?
2. According to the Shorter Catechism, what should a man's chief purpose in life be, and where should man look for guidance in that purpose?