



TRAILBLAZER BOOKS

Curriculum Guide

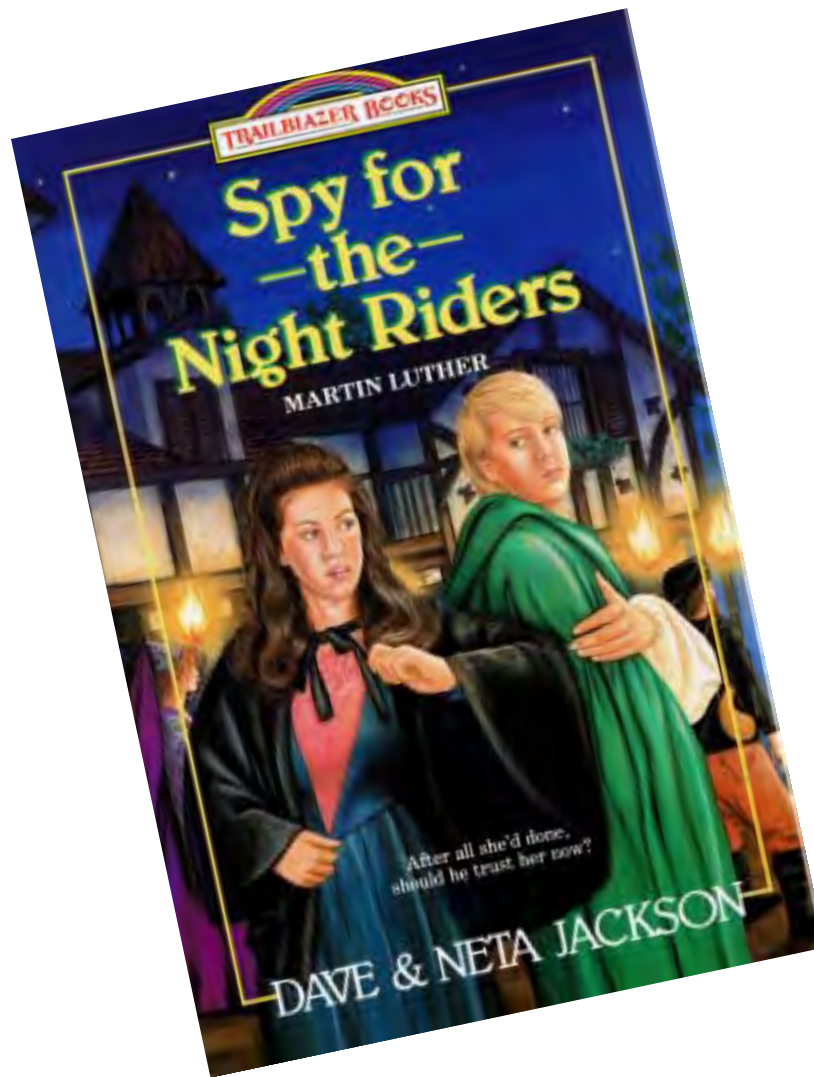
Martin Luther

Spy for the Night Riders

Bring
Christian Heroes
of the Past to Life
With the Official
Trailblazer Books
Curriculum!

Julia Pferdehirt
with Dave & Neta Jackson

A Trailblazer Curriculum Guide



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Julia Pferdehirt with Dave and Neta Jackson

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HOW TO USE THIS GUIDE

Welcome to the TRAILBLAZER BOOKS Curriculum Guides! As a teacher or homeschooling parent, you're glad when you see your students with their noses in books. But a good story is only the beginning of a learning adventure. Since the TRAILBLAZER BOOKS take readers all over the world into different cultures and time periods, each book opens a door to an exciting, humanities-based study that includes geography, history, social studies, literature, and language arts.

This Curriculum Guide for *Spy for the Night Riders* about Martin Luther puts a host of activities and resources at your fingertips to help launch your students on a journey of discovery. The wealth of options allows you to choose the best pace and content for your students. You might want to assign students to simply read the book and then do one or two projects on folklore or food, travel or topography. Or you can delve deeper, planning a two-week unit with daily reading and vocabulary, research, creative writing, and hands-on projects. *Advance planning is key to effective use of this guide.*

SCOPE AND SEQUENCE

This guide includes **seven lessons**, enough for a two-week unit. The first and last lessons cover one chapter and provide historical background; all other lessons cover two chapters. All lessons include vocabulary, background information, discussion questions, and suggested activities. **Activities** are grouped by subject matter in the back of this guide: Geography (GEO), History (HIS), Social Studies and Folkways (SS/FW), and Literature and Language Arts (LIT/LA). Within each subject, look for symbols indicating different types of activities (writing, research, speech, reading, hands-on projects, video). Activities and resources particularly appropriate for younger or older students are designated as follows: younger (*), older (**). A three- to five-day Mega Project is also included. All activities list resources and materials needed.

PLANNING

Four to six weeks prior to the study . . .

- Skim *Spy for the Night Riders*, review

lessons (pages 4–10), and choose activities, noting materials needed.

- Reserve materials on interlibrary loan and order films from specialty sources (titles and authors are listed in the **Activities** sections; full publication information is available under **Resources** on page 23 of this guide).
- Purchase craft materials.

If you are planning a two-week unit . . .

- Students will cover one lesson daily for seven days.
- Choose one or more short, focused activities to accompany each lesson. Activities especially appropriate to the chapter(s) covered are noted on each lesson page.
- The remaining days can be devoted to the Mega Projects found on pages 21 and 22.

Note: Choose activities based on the age level, interests, and learning needs of your student(s). You might choose one activity from each discipline during the unit, *or* you might opt to balance the different types of activities.

LESSONS

- Assign relevant chapters in *Spy for the Night Riders* the day before the lesson, to be read either individually *or* out loud as a family.
- **Praise and Prayer**, written by TRAILBLAZER authors Dave and Neta Jackson, provides an opportunity for students to spend a short time in God’s Word and apply scriptural concepts to their own lives.
- Read aloud the **Background** segment, then discuss **Vocabulary and Concepts**. (*Or* ask students to use context clues and a dictionary to define unfamiliar words as they read, leaving puzzling words or concepts to discuss the following day.)
- Give students an opportunity to discuss thoughts and reactions to their reading using the questions in the **Talk About It** feature. Discussion, debate, and interaction can be lively. Enjoy!
- Use the suggested **Activities**, or one of your own choosing.

Note: Unless marked otherwise, page and chapter numbers refer to Dave and Neta Jackson’s original TRAILBLAZER BOOK *Spy for the Night Riders*.

HISTORICAL SUMMARY

Martin Luther lived during a difficult time in Christian history. In the year 1500, the church was in trouble. Across the Roman Empire, religious leaders ruled both the church and government. Most priests loved God and the Scriptures, but some wanted influence, position, and money—power they could get by becoming leaders in the church. As a result, such people made decisions based not on God’s Word, but on their desire for power.

After a time in history called the *Dark Ages*, common people were illiterate and desperately poor. A few wealthy men owned most of the land, and common people were like slaves. Some church leaders kept people under control with threats of hell and damnation. Without Bibles and without the ability to read, common people could not tell what was true.

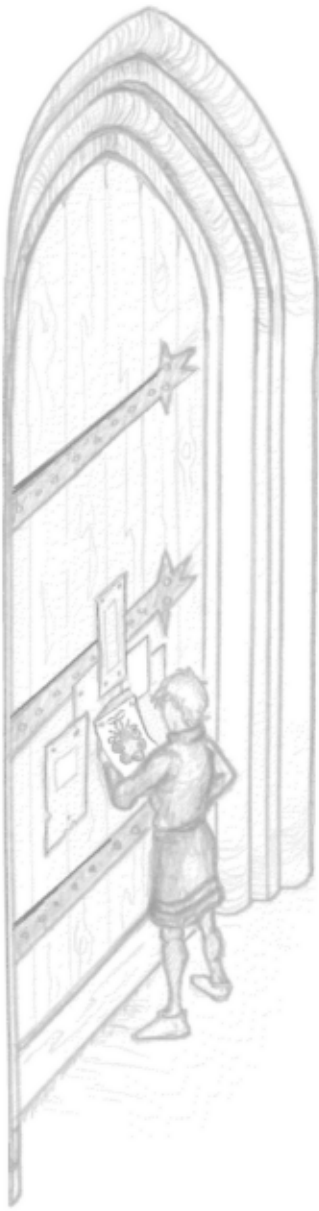
One example of this was the selling of *indulgences*. The church and government needed money to operate. One way to get money was through donations. Another was through fear. People were told their sins could be forgiven if they purchased papers called indulgences. Indulgences allowed the owner to avoid punishment after death. People had to buy enough indulgences to cancel every sin, or they would face punishment after death in a place called purgatory.

This teaching is not in the Bible, but illiterate people didn’t know that. They believed the teaching and tried to buy their way into heaven.

Martin Luther was troubled. How could anyone buy enough indulgences? Luther, then a priest, found his answer in the Bible.

“The just shall live by faith,” the Bible told him. Luther decided to believe those words, not the false teaching.

At this time in history, the church and the government controlled every part of life. No disagreement was allowed. Protest was not acceptable. Speaking against the church was a crime punishable by imprisonment or even death. Luther’s choice to follow and then teach what the Bible said made him a criminal running for his life.



In big, bold letters the poster called him *heretic*!

Lesson One

CHAPTER 1: THE WANTED POSTER

PRAISE AND PRAYER: WOULD YOU BE A MARTYR?

Just before Jesus was taken up into heaven, he told his followers that they were to be his “witnesses” throughout the world (Acts 1:8). However, did you know that *martus*, the same Greek word translated here as “witness,” is elsewhere translated as “martyr” (see Acts 22:20; Revelation 2:13, 17:6, KJV)?

Stephen is considered the first Christian martyr because he told the truth about who Jesus was and suffered death as a result. **Read Acts 6:8–15, 7:54–60.**

Thought: What would you think if Jesus told you that in the course of telling others the truth about him, you would become a martyr?

Prayer: O Lord, give me the power to witness for you whether the price is small, like someone laughing at me, or great, like giving my life for you.

VOCABULARY AND CONCEPTS

heretic, captivated, singeing, constable, tunic

What is meant by a “Bull of Excommunication” on page 16?

BACKGROUND

The idea of punishing people for their beliefs by execution seems horrifying to twenty-first-century Americans. In Martin Luther’s time, many people thought it was better to kill a false teacher than to allow that person to lead others away from God.

For centuries the Roman Empire was powerful, building great cities and conquering once-powerful countries—including Greece, whose culture, art, and education were absorbed by Rome. In time, Emperor Constantine became Christian. At first this meant only that Christians were no longer persecuted. As the years passed, Rome absorbed Christianity, too. The Roman Empire and the church gradually became “partners,” ruling the empire. By Luther’s time, church and state were one and the same, allowing no disagreement with its ruling powers. Everyone must obey the church and government or be branded a criminal.

Martin Luther disagreed—and in public, too! He nailed a list of ninety-five theses (disagreements) to the church door in Wittenberg, Germany. With this act, Luther challenged the church and state.

TALK ABOUT IT

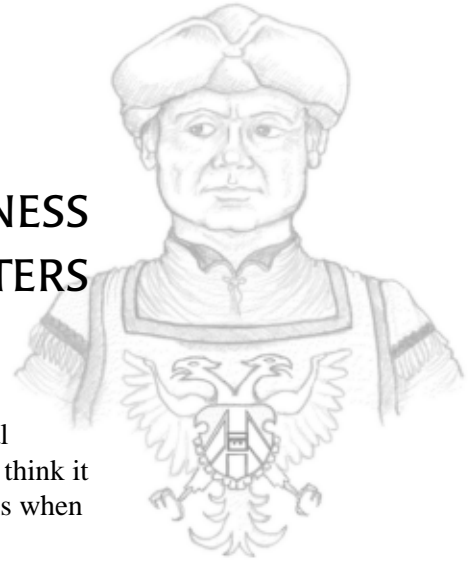
The man Karl witnessed being burned for heresy would be called a martyr. Why was it important to the church leaders to silence false teachers? The man didn’t have to change his private beliefs; he could have saved his life by just *saying* he agreed with the church’s teaching. Why do you think he was unwilling to do that?

ACTIVITIES

GEO 1; HIS 1, 2, 3, 4; CT 1, 2, 3

Lesson Two

CHAPTER 2: RISKY BUSINESS CHAPTER 3: NO TIME FOR QUITTERS



PRAISE AND PRAYER: PEACE BE WITH YOU

Declaring “peace” to others when you greet them is a very biblical practice. **Read Luke 10:5–7, 24:36; John 14:27, 20:19–29.** What do you think it means to say, “Peace be with you”? Why do you think Jesus often said this when he entered a room? How could he actually bring peace?

Thought: Peace often comes to us when we have confidence that everything will be all right in the end even if we are in unpleasant circumstances now.

Prayer: Help me, Jesus, to rest in peace knowing that in the end, you win!

VOCABULARY AND CONCEPTS

charger, corrupt, indulgences, serene, herald, Sovereign

What does Luther mean when he says, “Eck wouldn’t miss the chance to stick it to me publicly” on page 18?

What does “I made it a practice to watch for her” on page 28 mean?

BACKGROUND

No one knows for sure how indulgences started. Some church historians think the practice began with the custom of priests telling people to show sorrow for sins by making public apologies. Scholars guess that people might have chosen to give money to the church instead of apologizing in front of everyone.

Another possibility is that people told their sins to the priest, who reminded them of God’s forgiveness. In time, some people mistakenly thought priests had the power themselves to actually forgive sins. Neither the Bible nor the Catholic Church teaches this, but as more time passed, it became common to pay money to have a priest forgive sins. This “forgiveness fee” became a source of income for the church.

In this chapter we read that the church burned Martin Luther’s books and Martin Luther burned the pope’s papers. In Luther’s time, “book burning” was a common way of eliminating false teaching. Books were rare and precious. Burning written teaching was a way of keeping that teaching from spreading.

TALK ABOUT IT

Some people have a certain “presence,” meaning they create a feeling or atmosphere just by being in the room. What kind of “presence” did Casper Sturm create? Talk about other people you know who create a “presence.” What is it like to be with them? What qualities in their personality create this feeling or atmosphere? What kind of “presence” do you create when you come into a room?

ACTIVITIES

GEO 2; LIT/LA 1

“You are required to appear . . . on the charge of heresy,” said the imperial herald.

Lesson Three

CHAPTER 4: NIGHT RIDER

CHAPTER 5: THE TRIUMPHAL ENTRY

PRAISE AND PRAYER: WHO'S REALLY IN CONTROL?

Even though the First Amendment to the Constitution of the United States says, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," it does not claim that the government is outside of God's control. The Constitution doesn't even address that question.

Read Proverbs 24:1. Who does this verse say is in control?

Thought: "If God is for us, who can be against us?" (Romans 8:31b, NIV).

Prayer: When life seems out of control as it did in Martin Luther's time, help me remember that you are in control, and you love me.

VOCABULARY AND CONCEPTS

lute, testify, imperial herald, farfetched, aligned, somber, wary

BACKGROUND

Martin Luther's public disagreement with the church was like lighting a stick of dynamite. The whole world seemed to be watching. Common people, who were treated like slaves, hoped Dr. Luther would help them be free. Kings, princes, and government officials wondered if the church's power was crumbling. Landowners and wealthy merchants watched to make sure they were on the winning side—whichever side it was. Christians all over the Roman Empire wondered what changes would happen in their church.

In the story, Knight Franz von Sickingen offered to protect Luther with soldiers. This really happened. Europe was divided into many mini-kingdoms, each ruled by a duke or powerful landowner. As long as the emperor and the church received taxes and tithes, these small-scale rulers were left to do pretty much as they pleased. Each tried to get and keep as much power and influence as possible.

Knight von Sickingen's offer of help may have been an attempt to put himself on the "anti-Rome" side. He and other rulers like him hoped to make themselves stronger by earning the friendship and loyalty of other anti-Rome groups.

TALK ABOUT IT

Imagine a country where the government and church are hand-in-hand. If public leaders like governors or kings disagreed with church teaching, what problems could result? In Luther's time, some government officials took the side of the church regardless of their personal opinions. Why do you think they did this? What good might result from a combination of church and government? What bad?

ACTIVITIES

GEO 3; LIT/LA 2, 3, 4

It was Palm Sunday, and the crowds were wild with support for Luther.

Lesson Four

CHAPTER 6: BOUND AND GAGGED CHAPTER 7: THE ASSIGNMENT



PRAISE AND PRAYER: BY THEIR FRUIT YOU WILL KNOW THEM

Recognizing the difference between false prophets and true servants of God sometimes seems difficult. But Jesus provided us with a test. **Read Matthew 7:15–23.** What is “good fruit”? What might be considered “bad fruit”?

Thought: If someone claiming to be a prophet performs miracles or makes predictions that come true, that alone doesn’t necessarily prove that they are bearing “good fruit” from God (see Deuteronomy 13:1–4).

Prayer: Thank you, God, for giving us the Bible, the word of truth, by which we can measure all “fruit.”

“What’s your name, lad?” asked the large man behind the small table.

VOCABULARY AND CONCEPTS

summoned, gawking, hubbub, renounce, revoke

What does “my hopes were in vain” on page 64 mean?

BACKGROUND

People assume the purpose of any trial is to find the truth. Throughout history, even in America, trials have been held for other reasons, too. During Jesus’ trial, for example, religious leaders did not want the truth; they wanted Jesus’ conviction and death.

In Luther’s time, heresy trials were not held to determine the truth but to make sure the church and government’s opinions were upheld. Christians were convicted as heretics for saying that baptism should not be given to infants who were unable to choose, but only to adults who understood and chose faith in Christ. Others were martyred for worshiping outside the state-approved church or for translating the Bible into languages other than Latin.

Still, heresy is a serious problem. Churches must not allow false teaching. Of course, some people wanted Luther silenced to protect their own power and influence. But other church leaders honestly thought burning heretics was the only way to keep church teaching pure and true.

TALK ABOUT IT

What a conflict for Karl! Should he trust the men who claim to be Dr. Luther’s protectors? What should he do?

Not everyone is trustworthy. What makes a person trustworthy? How do you decide whether to trust someone? Why would anyone trust *you*?

ACTIVITIES

HIS 5, 6; LIT/LA 5



“Once he has arrived home, my promise of safe conduct will end.”

Lesson Five

CHAPTER 8: THE FLIGHT OF THE CONDEMNED

CHAPTER 9: ESCAPE DOWN THE WERRA

PRAISE AND PRAYER: BY FAITH ALONE

Martin Luther’s revolutionary understanding of the Gospel came only after meditating day and night on Romans 1:17. **Read that verse several times, explaining what it means in your own words.** Luther later described salvation as a “sweet exchange” in which Christ takes on our sin and gives us his righteousness (his sinlessness) in trade. The new understanding for Luther was that this transaction happens by faith alone, not by works.

Thought: Receiving Christ’s righteousness makes us “just as if we had never sinned,” a definition of the theological word *justification*.

Prayer: Thank you, Lord, for making a way for me to face you without fear or shame—just as if I had never sinned.

VOCABULARY AND CONCEPTS

villa, notorious, speculated, peasant, lathered, summit

BACKGROUND

Because the church and state were linked together, when Martin Luther was declared a heretic by the emperor, he was also guilty of *treason*. No one was permitted to help, support, hide, or read the teachings of a treasonous heretic. Martin Luther was considered as dangerous as a murderer!

The emperor had guaranteed Martin Luther safe travel between Wittenberg and the trial in Worms, but once that safe period ended, anyone could kill him without penalty. In fact, the killer might be rewarded or considered a hero. Many people would want to earn the favor of the emperor and the pope by getting rid of the bothersome Dr. Luther. This meant Martin Luther wasn’t safe anywhere in the Roman Empire!

TALK ABOUT IT

Planning makes the difference! At the very end of chapter 8, Karl, Brother John, and Dr. Luther hoped to get out of the city unnoticed. Instead, they were met by an “escort” at the city gates. How do you think the “escorts” knew they were leaving? What did you think of their escape plan? How would you have planned a secret getaway?

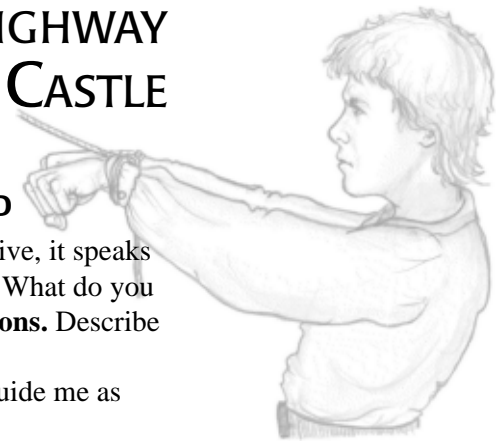
In chapter 9: Do you think Karl was foolish or smart to sever the ferry’s rope? What other choices did he have? List as many creative alternatives as you can imagine.

ACTIVITIES

GEO 4; LIT/LA 6, 7

Lesson Six

CHAPTER 10: SEIZED ON THE HIGHWAY CHAPTER 11: THE DARK CASTLE



PRAISE AND PRAYER: CAPTURED BY THE WORD OF GOD

With colorful words, Martin Luther wrote, “The Bible is alive, it speaks to me; it has feet, it runs after me; it has hands, it lays hold of me.” What do you think he meant? **Read Hebrews 4:12–13 in two or three translations.** Describe how God’s Word has laid hold of you.

Thought: If I do not let God’s Word grab me, how will it guide me as described in Psalm 119:105?

Prayer: Lord, thank you for your Word. Let it grab me so it can “be a lamp to my feet and a light to my path.”

VOCABULARY AND CONCEPTS

mire, axles, pungent, lunged, ravine, labyrinth
What is a “tongue-lashing” (page 97)?

BACKGROUND

Geography influences history. One look at a map will show that the hilly route between Worms and Wittenberg was crossed by rivers. In Luther’s time, much of the land was dense forest. Traveling ten or twenty miles in such country could take a full day, even on horseback.

Modern readers must also remember that technology we take for granted—telephone, telegraph, email—didn’t exist in 1520. A person could disappear in the forest between one tiny village and the next and never be heard from again. In addition, because any communication was passed person-to-person, it might be days or even weeks before people in Wittenberg and Worms would realize Martin Luther was missing.

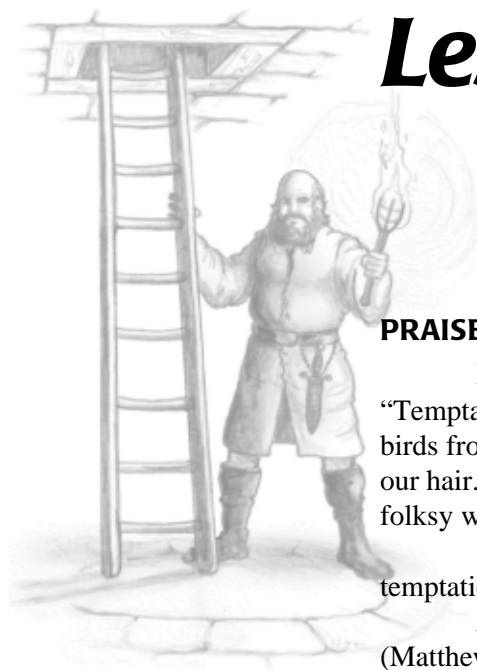
TALK ABOUT IT

You decide: Are Arlene’s men rescuers or captors? Should Karl have tried to escape when the opportunity came? Put yourself in Karl’s shoes. Make a list of reasons why Karl should trust the strangers and reasons why not. Compare lists with other members of your family, class, or homeschool group.

ACTIVITIES

GEO 4; HIS 7; LIT/LA 8

They soon
had ropes
around us
and were
riding off
into the
forest with
us in tow.



“Up the ladder, if you please, Doctor Luther,” said the burly captain.

Lesson Seven

CHAPTER 12: CONFINED TO THE TOWER MORE ABOUT MARTIN LUTHER

PRAISE AND PRAYER: KEEPING THE BIRDS OUT OF MY HAIR

In advising people how to handle temptations, Martin Luther once said, “Temptations, of course, cannot be avoided, but because we cannot prevent the birds from flying over our heads, there is no need that we should let them nest in our hair.” What did he mean? **Read 1 Corinthians 10:13.** How is Luther’s folksy wisdom an application of this verse?

Thought: If God promises to always provide us with a way to escape temptation, why aren’t we more diligent to look for that escape route?

Prayer: O Lord, “lead us not into temptation, but deliver us from evil” (Matthew 6:13).

VOCABULARY AND CONCEPTS

sparse, chamber pot

What does the captain mean when he says, “Hopefully the emperor can be convinced that some too-eager churchmen jumped the deadline of your safe conduct and . . . you are already dead” on pages 115 and 116?

BACKGROUND

Martin Luther hid for over a year. When he finally returned to Wittenberg, imagine the reaction of people who had thought he was dead! While in hiding, Luther spent the months translating the New Testament into German and writing hymns to teach the Scriptures to those who couldn’t read.

The idea that anyone but a trained priest would read and interpret the Bible was very radical. Luther wanted to put the Bible into everyone’s hands.

But this had an unexpected effect. Not only did people read the Bible, but their conclusions sometimes shocked even Martin Luther. For example, at first Luther only hoped to change the Catholic Church. He didn’t expect completely new and different churches to form.

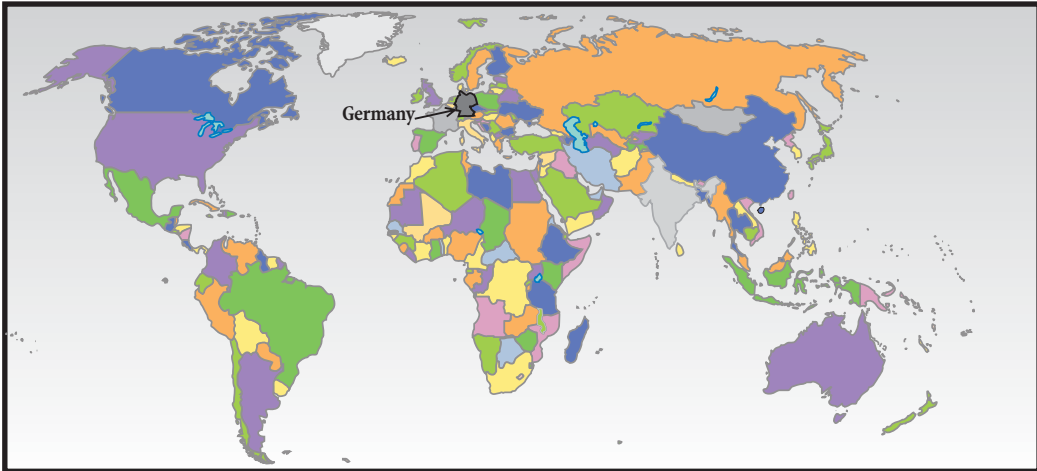
TALK ABOUT IT

Luther would be shocked to see the many different kinds of Christians in the world today. In your class or homeschool group share about the different kinds of churches families attend. What do the churches have in common? What is different?

(*Note:* Focus on shared, foundational truths: Jesus died and offers forgiveness for our sins. God is the Creator, and the Bible is God’s Word. Different Christian denominations are not different *religions*, but different traditions.)

ACTIVITIES

HIS 8, 9, 10, 11, 12; LIT/LA 9, 10; CT 4, 5, 6



Geography

If we know the land, we will know more about the people. In a land like Germany, with borders that have changed because of war and politics, the land determines much about how people live. Mountain ranges separate cities. Rivers divide people. As a result, one region changes and another doesn't. Traditions develop differently in tiny mountain villages than in large seaports.

As advances in technology (television, Internet, etc.) make our world smaller and smaller, students must know about other countries. To understand the news and politics, students must understand how and where people live around the world. So geography is more than finding Germany on a map; it is understanding how the land affects people and culture.



GEO 1: Find the town of Wittenberg on a modern map of Germany, possibly the map on page 11 of this curriculum guide. (RESEARCH)



GEO 2: Find Wittenberg and Worms on a map. To get a sense of the journey Dr. Luther and Casper Sturm would make, figure the distance between these towns. Remember, a horse-drawn wagon might travel twelve to fifteen miles and a person on horseback perhaps a bit more than thirty miles in a day. (RESEARCH)



GEO 3: Continue to trace Luther's journey on a map of modern Germany, marking each segment of the trip. (HANDS-ON)



GEO 4: Using the map on page 8 in *Spy for the Night Riders* or a detailed modern map, find the Werra River between Worms and Wittenberg. (RESEARCH)



GEO 5: Draw a topographic map of Germany, noting large cities and important geographic features like mountains and rivers. Color-code these features, using brown for mountains, green for forests, blue for water, etc. Be sure to provide a key to these codes. (HANDS-ON)



GEO 6: On the map you created for GEO 5 above, note large cities and important geographic features like mountains and rivers. Using issues of travel magazines like *National Geographic*, *World*, or *Traveler*, or online and library resources, collect and/or copy photos of German houses, cities, and traditional clothing. Surround your map with photos, linking each to the appropriate area or region with string, drawn lines, or color-coded pins. (HANDS-ON)



GEO 7: The Evangelical Lutheran Church in America grew out of the Reformation begun by Martin Luther. Today the ELCA is doing creative missionary work right here in the United States. Look online at www.arts4all.com/elca to read about inner-city roof gardens begun by Lutheran churches to help poor people grow their own food. (INTERNET)



GEO 8: The history of modern-day Germany is interesting, too. Find Berlin on a map. In an encyclopedia written before 1989, find a map showing the location of the Berlin Wall. Ask an adult who remembers President Kennedy's 1963 speech and the Berlin airlift to tell you about those important events. (RESEARCH)



GEO 9: Today, more people of German descent can be found in some American states than live in Germany! Use an atlas to find cities in

your state with German names. Look especially for names including syllables like *stein*, *berg*, *burg*, *burgh*, *von*, *Rhine*, or names of cities and towns in Germany. Mark each city with a colored pushpin or flag. Do you see a pattern? Are these towns clustered together? Talk about why you think this might be. (HANDS-ON)



GEO 10: Germany is a beautiful country. Tourists come from around the world to travel down the Rhine River or see the Black Forest. Ask your reference librarian to help you take your own tour in these issues of *National Geographic* magazine:

- “Reinventing Berlin” (December 1996)

- “Main-Danube Canal” (August 1992)
- “Danube: River of Many Nations” (October 1977)
- “Rhine Journey” (May/June 1995, *National Geographic Traveler*)

Expand your search for the beauty of Germany. Check the publications index at the Web site www.nationalgeographic.com. Try search words like *Rhine*, *Danube*, *Black Forest*, or *Berlin* to learn more. (RESEARCH)



GEO 11: View the National Geographic video *Germany* to take a visual tour of this country. You’ll even “travel” to places where Martin Luther lived, preached, or visited! (VIDEO)

History

An old saying claims that people who don't know history are doomed to repeat it. Whether that is true or not, knowing history helps us to understand why people behave as they do, how governments work, and how one event causes another as history unfolds.



HIS 1: Read the story of the first Christian martyr in Acts 6:8–7:60. Why did the Jewish leaders fear Stephen? Stephen spoke about Jewish history. The Jewish leaders already knew these stories—why did Stephen tell them again? What was Stephen trying to communicate?

Write the story of Stephen as though you were telling it to younger children. Tell what happened in clear, simple words. Can you summarize Stephen's long speech in five or ten sentences? Be sure to tell what you think Stephen was trying to help the Jewish leaders understand!

At the end of your story, tell why Stephen was a hero for us today. Share your story with someone younger. (WRITING)



HIS 2: Find out more about that church door in Wittenberg at www.luther.de. Click on "Time" to learn about when Luther lived and "World in 1500" to learn about politics, daily life, and beliefs during that period. You'll learn, for example, that most people thought the earth was flat and the sun revolved around the earth! (INTERNET)



HIS 3: Read more about Luther's Ninety-five Theses, or reasons, why he disagreed with the selling of indulgences at www.wels.net/sab/about/ml-kuske.html. This address will take you to a site that includes photos of places in Luther's life—including the famous church door. Read about the Ninety-five Theses to understand why they caused such trouble for Martin Luther. Write a summary of the reasons

why Luther disagreed with indulgences based on what you read. (INTERNET)



HIS 4: Find out what the word "bull" means. (*Hint:* It is Latin!) (RESEARCH)



HIS 5: Read some of Martin Luther's words at the Diet of Worms for yourself at www.encycarta.msn.com. Enter *Martin Luther* or *Diet of Worms* in the search field. (INTERNET)



HIS 6: Find Martin Luther's words at the bottom of page 71. Think about what he meant. Write these sentences in your own words. Share your *paraphrase* with your family, class, or homeschool group and compare. (WRITING)



HIS 7: The changes in religion sparked by Martin Luther and others were called the *Reformation*. At the same time, changes began in the culture, government, art, music, and life. This was called the *Renaissance*. Using encyclopedias, books, and online resources, learn about the Renaissance. How did society change? How did the Renaissance affect common people? Art? Government? Why do you think the Renaissance occurred? Were these the same reasons why the Reformation occurred?

Write a brief description of the Renaissance and your answers to these questions. In your family, class, or homeschool group, compare answers with other students who have done this activity. (RESEARCH)



HIS 8: **View *The Radicals*, a video about sixteenth-century martyrs. Afterward, hold a discussion with your family, class, or homeschool group.

Both sad and encouraging, *The Radicals* is a true story of people who gave their lives for their faith in Christ. Understanding why

people were martyred during this time in history is difficult and confusing. This video makes sense of a terrible time in church history. (VIDEO)



HIS 9: Martin Luther was not the only “Reformer” during this time in church history. Using library and online resources, learn about one of the following important people or movements from the Reformation. Write a report about this person or group’s influence on the changing picture of Christianity during this time.

- Jacob Hutter
- Menno Simons
- Anabaptists
- Ulrich Zwingli
- The Moravians or Moravian Brethren
- Jacob Ammons

(RESEARCH)



HIS 10: Martin Luther used his time in hiding as “Knight George” to write music. Gather different hymnals or visit the TRAILBLAZER BOOKS Web site at www.trailblazerbooks.com to find as many songs written by Luther as possible. Choose one to learn as a family, class, or homeschool group. (MUSIC)



HIS 11: Luther wasn’t the only church leader who translated the Bible into common language. Read about other brave Christians who put the Bible in the hands of common people in these TRAILBLAZER BOOKS: *The Queen’s Smuggler* (William Tyndale), *Imprisoned in the Golden City* (Adoniram Judson), and *Race for the Record* (Joy Ridderhof). (READING)



HIS 12: Learn more about Martin Luther’s life by exploring the TRAILBLAZER BOOKS Web site. Click on the *Spy for the Night Riders* book cover to learn about Luther’s life, writings, and ideas. Click on Web Links to find hymns written by Luther. Read his writings at “Project Wittenberg.” (INTERNET)



HIS 13 : The history of modern-day Germany is interesting, too. Look at maps printed before 1989 to find the Berlin Wall separating the communist East Berlin from the democratic West Berlin. (HANDS-ON)



HIS 14: Be a history detective—venture into the archives of your library to find magazine and newspaper articles written as the Berlin Wall was falling. Make photocopies of important articles and pictures to assemble a day-by-day report on this important event in German history. (RESEARCH)



HIS 15: Read about the fall of the Berlin Wall. Good resources include *The Berlin Wall: How It Rose and Why It Fell* by Doris Epler and *The Berlin Wall* by R. G. Grant, and the following *National Geographic* magazine articles: “Berlin’s Ode to Joy” (April 1990), “East Europe’s Dark Dawn” (June 1991), and “Morning After: Germany Reunited” (June 1992).

Learn why the wall was built and how it fell. Write a report about what you learn. (READING)



HIS 16: Learn more about Martin Luther by viewing the BBC-TV video *Martin Luther: Heretic* or the National Geographic video *The World of Martin Luther*. (VIDEO)



HIS 17: German history includes dark times as well as light. Learn about the Holocaust in *Four Perfect Pebbles* by Lila Perl, *Stones in Water* by Donna Jo Napoli, *Eleanor’s Story: An American Girl in Hitler’s Germany* by Eleanor Garner, or *A Knock at the Door* by Eric Sonderling. (READING)



HIS 18: Many Germans immigrated to the U.S. They were pioneers in their own way—homesteading on the wide, open prairies and woodlands of our midwest. Read the story of one girl in *The Journey of Emilie* by Marcia Hoene. (READING)

Social Studies and Folkways

Folkways are the traditions of a people and culture. Art, foods, storytelling, music, dance, drama, literature, and even religion are mirrors reflecting the heart and soul of a nation and its people. From the Brothers Grimm to Johann Sebastian Bach, Germany's history is rich with folktales, foods, and fine arts.



SS/FW 1: Imagine spending a year hiding in a medieval castle masquerading as a knight! Castles are scattered around Europe; would you like to build your own?

Build-your-own-castle software can be found in an IBM program called "Castle Creator" by Crayola. The program uses authentic medieval (eleventh to fifteenth century) architectural styles to allow you to build a 3-D castle on your computer.

Libraries, online retailers, and book or computer stores have this reasonably priced program.

Other castle-building resources include a cut-and-assemble kit, *Easy-to-Make Castle* by Dover Publications, and these how-to books: *Build Your Own Castle* by Caroline Pitcher and *Castles: Facts, Things to Make, Activities* by Rachel Wright. (HANDS-ON)



SS/FW 2: Martin Luther loved music! He is believed to have said that the devil won't stay long where God's music is heard. In 1520, Luther would have listened to *chants* and *madrigals*.

Ask your librarian for CDs or tapes of this music and enjoy! (MUSIC)



SS/FW 3: Germany produced some of the world's most famous composers. Although all these composers lived after Martin Luther's time, they helped shape music as we know it today.

Choose one German composer from the following list and, using books and online

resources, learn about his life and music. Be sure to listen to a tape or CD of at least one of your chosen composer's works.

- Ludwig van Beethoven
- Johann Sebastian Bach
- George Frideric Handel
- Felix Mendelssohn
- Richard Strauss

(MUSIC)



SS/FW 4: *People hear the word *German* and think Volkswagens, sausages, or cuckoo clocks. Germany is also famous for its fairy tales!

Find out more about German fairy tales in the Web site article "Fairy Tales with Teeth" at www.nationalgeographic.com/grimm or in the December 1999 issue of *National Geographic* magazine ("Guardians of the Fairy Tale"). The Web site includes short biographies of the Grimm brothers—just click on their portraits.

Write a few paragraphs about these unusual storytellers. Include your reactions to one of their stories. (WRITING)



SS/FW 5: **For older students. Check your library for German fairy tales like *The Frog Prince*, *Bremontown Musicians*, *Rumpelstiltskin*, *Hansel and Gretel*, *The Twelve Swans*, or *The*

Twelve Dancing Princesses. Read one or more of these stories.

Some people avoid Grimm's fairy tales because they can be frightening and even violent. What do you think the storytellers wanted children to think about after reading their stories?

(Note: Grimm's fairy tales are not for the faint of heart or for younger children. The Grimm brothers used their tales as illustrations of the fight between good and evil in the world. Good is rewarded in the end and evil brings its own punishment.) (READING)



SS/FW 6: Martin Luther used his time as “Knight George” to write music. Gather different hymnals or visit the TRAILBLAZER BOOKS Web site to find as many songs written by Luther as possible. Choose one to learn as a family, class, or homeschool group. (MUSIC)



SS/FW 7: Learn and sing Martin Luther’s famous hymn *A Mighty Fortress Is Our God*. Between practices, examine the verses to this hymn. List phrases Luther included that would have taught basic Christian beliefs to people who could not read the Bible for themselves. (MUSIC)



SS/FW 8: More castles! View the PBS video *Castle* narrated by the author of the book of the same name, David Macauley. This animated video takes you on a tour of a medieval castle not unlike the castle at Wartburg, where Martin Luther hid. (VIDEO)



SS/FW 9: In Luther’s time, village folks would crowd behind the fortress-like walls of a castle for protection from invaders. Wealthy landowner-rulers like Duke Frederick were responsible to provide this protection—and to collect the taxes to pay for it! Castles were home to some of these landowner-rulers.

Learn about castles in *Castle* by David Macauley, *The Medieval Castle* by Don Nardo, *Mystery History of a Medieval Castle* by Jim Pipe, *Forts and Castles* by Miriam Moss, or *Castle at War: The Story of a Siege* by Andrew Langley. Sketch a castle, labeling its parts. (READING)



SS/FW 10: The place of knights in European history is especially interesting. The idea of armor-wearing fighters seems romantic. Folktales like the King Arthur legends keep that picture alive. Learn about knights in *A Knight’s Book* by Ali Mitgutsch. (RESEARCH)



SS/FW 11: Invite a German exchange student from an area high school or an international student from a local university to speak to your family, class, or homeschool group about life in Germany. Remember—college students living far from home might enjoy an invitation to dinner or an outing with your family. Student outreach programs like InterVarsity Christian Fellowship may be able to put you in touch with German students in your area. (SPEECH)



SS/FW 12: Use your library to learn about German Christmas traditions. Make some traditional German-style ornaments or decorations. One recently published resource is *Christmas in Germany* by Kristin Thoennes. (HANDS-ON)



SS/FW 13: Sausages! Potatoes! Pastries worthy of a song! German cooking is delicious. Search your library or the Internet for traditional German recipes and menus. One kid-friendly book, *Cooking the German Way* by Helga Parnell, includes recipes that are easy to prepare.

Prepare a traditional German meal. Be sure to decorate your table with candles, put on a tape or CD of music by a German composer (see SS/FW 3 above), and end your meal by reading a German folk or fairy tale aloud. (COOKING)

Literature and Language Arts

Stories are windows to understanding people and their culture. When we enjoy folktales or listen to song lyrics from another culture, we see and appreciate the creativity of the people.

Reading books set in another culture, like *Spy for the Night Riders*, also makes us better writers. We see how words are used to tell a story, describe a scene, or reveal a character. Students can experiment, using those techniques in their own writing.



LIT/LA 1: On page 27, Karl is terrified by the students' riot after Dr. Luther burns the pope's papers. Dr. Luther storms, "*This fight against false religion isn't for fun and games! The mood in the land is very dark and dangerous; it could end in death for each of us.*"

A chill ran down [Karl's] spine.

Karl's fear is so real he can feel it in his body. Describing physical feelings and sensations is one way the authors *show* readers what is happening in the story instead of only *telling*. Would the image in your mind be different if they had written, "Karl felt terrified" instead?

Try some *showing* of your own. Describe the following feelings by showing readers how a person's body would feel or what they would think when they felt this way. For example, to show anger you might describe physical feelings by writing, "John clenched his fists. His face felt hot." Then you might reveal the character's thoughts: "*That bully! John thought. I wish I were big enough to fight him!*"

Now use physical feelings and thoughts to *show* these emotions: brave, cheerful, panicked, heartbroken, and thrilled. (WRITING)



LIT/LA 2: The illustrator of *Spy for the Night Riders*, like all illustrators, had to read the text of the story, imagine the scene, and try to interpret it in an illustration. Good illustrators not only show what happens in the story; they also try to show characters' emotions and personality. See the illustrations

on page 32. Casper Sturm's personality steps off the page, bringing words like *grim*, *stern*, or *arrogant* to mind.

Now turn to page 38. What words come to mind with this illustration?

Illustrate the ferry crossing described on pages 36 and 37. Imagine that half second when the over-burdened ferry dips into the water! (WRITING)



LIT/LA 3: **For older students. Dr. Luther was right when he said the printers would get rich from printing out the testimony given every day at Worms. In the 1500s, a printer was reporter, writer, and producer of the handbills that functioned like newspapers. Today we do all these tasks on one machine—a computer!

Follow the day-to-day action of Martin Luther's journey to Worms and his testimony there by creating a daily "newspaper" to post in your home or classroom. This newspaper could include a report-like summary of the journey or testimony, an editorial discussing the political situation, possible dangers, or progress of the testimony, photos copied from books or downloaded at www.wels.net/sab/about/ml-kuske.html, or maps of the journey. Be sure to create reports written from different perspectives. Imagine an interview with John Eck or the emperor or a summary of Dr. Luther's testimony. (WRITING)



LIT/LA 4: **For older students. On page 53, Martin Luther says the wildly excited, enthusiastic receptions he receives in the towns of Erfurt and Gotha make him feel "*more wary than the possibility of highway robbers or the legal tricks that Eck might try to pull before the council.*" What is it about the emotions of crowds that make Luther nervous? Why does he worry about the atmosphere and emotions of the people?

Write an essay discussing the differences between healthy, enthusiastic public expression of opinion and emotion-based, easily changed

mob action. Can one turn into the other? Are both a natural part of politics? (WRITING)



LIT/LA 5: Were you surprised that the Watcher was Karl's contact?

Throughout history danger has forced people into secrecy. First-century Christians hid during Roman persecution. Resistance workers hid Jews from the Nazis during World War II. American abolitionists smuggled runaway slaves to Canada. Persecuted people have fooled authorities by using other "watchers"—women, children, or elderly people—as workers. Read about other watchers in *Follow the Drinking Gourd* by Jeannette Winter, *Number the Stars* by Lois Lowry, *The Bronze Bow* by Elizabeth George Speare, or *The Hiding Place* by Corrie Ten Boom.

Present a five-minute "book talk" to your family, class, or homeschool group about your chosen book. Book talks are brief summaries mentioning strengths and weaknesses of the book and a "thumbs-up" or "thumbs-down" recommendation. Strengths include qualities like adventure, good historical detail, or strong, interesting characters. Weaknesses might include too much detail, not enough action, adults always rescuing kids, or flat, unbelievable characters. (READING)



LIT/LA 6: Remember the old saying "Beauty is in the eye of the beholder"? Well, stories are in the voice of the teller! That means stories change depending on which character's point of

view the author uses. In fiction, the main character often tells the story. Even if a story isn't written in first person, stories are usually told from the thoughts, feelings, and experiences of the main character. That is called *point of view*.

In *Spy for the Night Riders*, the story is told from Karl's point of view. Readers see, feel, think, and experience the story with Karl.

Imagine chapter 10 written from Arlene's point of view as she sees Karl grab the axe, cut the rope, and send the ferry whirling downstream into the rapids!

Write this scene from Arlene's point of view. Remember, good writing is more than telling what happens; it includes the thoughts,

emotions, sights, sounds, and physical experiences of the character. (WRITING)



LIT/LA 7: *Visual* storytelling is as powerful as verbal or written storytelling. Illustrators capture feelings and actions. Illustrators use color, shadow, and expression to communicate emotions, thoughts, and atmosphere like danger or celebration. For example, imagine what the characters portrayed on the front cover of *Spy for the Night Riders* are thinking. Notice how the illustrator shows Karl's fear on page 65 or the emperor's arrogance on page 76. Using colored pencils, oil pastels, charcoal, or other media, illustrate the scene on pages 92 to 94. (HANDS-ON)



LIT/LA 8: Wow! What an ending to chapter 11. What do you think happens next? *Before* you turn the page to begin chapter 12, write your own ending.

Which happened—rescue or betrayal? Who are the mysterious highwaymen and the even more mysterious Arlene? What happens when that trapdoor opens the next morning?

Remember, good writers do more than *tell* what happens using description of action and setting; they *show* what happens through feelings, thoughts, physical sensations, and experiences. Writers show and tell what happens from their main character's point of view. Readers share that character's feelings, thoughts, and experiences. (WRITING)



LIT/LA 9: Luther wasn't the only church leader who translated the Bible into common language. Read about other brave Christians who put the Bible in the hands of common people in these TRAILBLAZER BOOKS: *The Queen's Smuggler* (William Tyndale), *Imprisoned in the Golden City* (Adoniram Judson), *The Fate of the Yellow Woodbee* (Nate Saint), and *Race for the Record* (Joy Ridderhof). (READING)



LIT/LA 10: Though Luther was a pastor and teacher in German cities, and Nate Saint and Jim Elliot were missionaries in the Ecuadorian rain forest nearly

four hundred years later, the three Christian heroes had much in common. They each faced death for their faith and translated the Bible into the language of common people.

Read about Nate Saint in *On a Wing and a Prayer* or Jim Elliot in *One Great Purpose* by Janet and Geoff Benge or *Through Gates of Splendor* by Elisabeth Elliot (Jim's wife). (READING)



LIT/LA 11: How about a story set in Luther's Germany? Enjoy *The Robber and Me* by Josef Holub or *Otto of the Silver Hand*, a knight's story by Howard Pyle. (READING)



LIT/LA 12: When Martin Luther and other Reformers broke away from the church in Rome, persecution resulted. Whole families were martyred. Entire

groups of Christians were hounded and chased and forced to leave their homes.

Learn about one group of Reformers from Luther's time, the Anabaptists, in the TRAILBLAZER BOOK *The Betrayer's Fortune*; in the fictional story "Treasure in a Steamer Trunk" in the January 1995 issue of *Cricket* magazine; or in a unique collection of stories, *Seeking True Values*.

Also, consider reading the inspiring stories of fifteen Christian martyrs in *On Fire for Christ* by Dave and Neta Jackson. (READING)



LIT/LA 13: Although the church in Wittenberg was not a cathedral, Martin Luther taught and preached in those beautiful medieval churches. Find out more about how cathedrals were designed and built in the beautifully illustrated book *Cathedral* by David Macauley. (READING)

The Church Today

In spite of changes and corruption, the church in Martin Luther's time still had the goal of telling people about Jesus. Today, the Lutheran Church begun by and named for Martin Luther joins Christian churches of every size, type, and tradition working toward that same goal.



CT 1: Go to www.persecutedchurch.org on the Internet to learn about people martyred for their faith today. Choose one country or people group mentioned on this Web site. Print out the information provided, find locations on a map, and share with your family, class, or homeschool group. (INTERNET)



CT 2: At your library, read magazine and newspaper articles about current events involving the country or people group you chose for CT 1. Check your church library for Christian magazines like *Prism*, *Christianity Today*, *World Vision*, or others for articles about this country or people group. As you research, look for information about political or religious changes that have created persecution for Christians. Find out what the churches, government, or Christians from other places have done to respond to the persecution.

Summarize what you learn in a written report and present what you learn as an oral report to your family, class, or homeschool group. (RESEARCH)



CT 3: The book *Jesus Freaks* by DC Talk tells true stories of people in every generation since Jesus walked on the earth who sacrificed everything for Christ. As you read this book, make a list of the character traits, strengths, and convictions you find in these martyrs for Christ. (READING)

Mega Project: *Younger Students



CT 4: In Luther's time, people were spiritually starving because they couldn't read God's Word and could only hear the Bible at church in Latin.

Martin Luther translated the New Testament into German, the language spoken by common people.

All over the world today people are still starving spiritually without the Bible. Bible translators leave home and family to spend years—sometimes their whole lives—in rain forest huts, on lonely islands, in deserts, or in the Arctic for the purpose of translating the Bible into the everyday language of the people there.

For this Mega Project:

View *Word Like a River* or *The Good Seed* to learn about Wycliffe Bible Translators' work around the world. Talk about translating the Bible. Make a list of the challenges you think Bible translators face.

Ask someone from another country who speaks both a native language and English to visit your family, class, or homeschool group. Bring Bibles and choose one of Jesus' parables (the parable of the sower in Luke 8 or the parable of the vineyard in Mark 8, for example). Ask your guest to read the parable aloud as it is written in his or her native language. Then ask your guest to translate the story into English. Do you notice differences? You may find that translators used words and images that made sense to the native language and culture of your guest but "sound" different in English.

Read aloud the TRAILBLAZER BOOK *Race for the Record* about the courage of Bible translator Joy Ridderhof; or about Nate Saint, Jim Elliot, and the Ecuador martyrs in *The Fate of the Yellow Woodbee*.

You can be a Bible translator! At your library, find a book on sign language. Using the American Sign Language symbols, translate

John 3:16. Memorize both the spoken and signed verse to share with your family, class, or homeschool group. (MEGA)

Mega Project: **Older Students



CT 5: See CT 4 above. The following additional activities are appropriate for older students.

Some versions of the Bible aren't *literal* (word for word, exact) translations. These are called "paraphrased" versions. Compare Mark 12:1–11 as it is written in the following paraphrased versions: *The Living Bible* by Kenneth Taylor, *The Cotton Patch Gospel* by Clarence Jordan, and *The Message* by Eugene Peterson.

Copy one verse that is expressed quite differently in these versions. Write an essay about the strengths and weaknesses of paraphrased Scripture. How is paraphrasing useful? What problems can you imagine could be created by paraphrasing the Bible? How do you think paraphrased Scripture would be most effective? Least effective?

Step into the shoes of Ken Taylor, Clarence Jordan, and Eugene Peterson. Each of these Christians wanted to make the Bible understandable and readable to common people—especially people who weren't familiar with the Bible or lived in a unique culture.

Read John 2:1–11, the story of the wedding at Cana, or John 2:13–25, the story of Jesus driving the money changers from the temple.

Paraphrase one of these stories.

One of the challenges of paraphrasing is choosing your audience. Clarence Jordan told New Testament stories in the words and images of small-town people in the southern U.S. Eugene Peterson used the language of 1990s America. Write your paraphrase using the words, images, and even slang of the kids who hang out at the mall in your community. Consider how *they* would best understand these stories.

Share your paraphrase with your family, class, or homeschool group. (MEGA)



CT 6: A little-known fact about Martin Luther was that he loved to garden. Today the Evangelical Lutheran Church in America is doing creative missionary work right here in the United States with gardens!

Visit www.arts4all.com/elca to read about inner-city roof gardens begun by Lutheran churches to help poor people grow their own food.

Your family, class, or homeschool group might enjoy creating one of these "city gardens" right in your backyard. Some groups have followed these instructions using tires, wading pools, or buckets for growing food to give to elderly neighbors or poor families through their local food pantry. The ELCA Web site provides all the information you need for happy gardening! (HANDS-ON)

Resources

Titles in bold indicate resources particularly recommended for supplementing this guide.

Online: The following Internet Web sites are included in this guide:

www.arts4all.com/elca
 www.encarta.msn.com (search: Martin Luther)
 www.luther.de
 www.nationalgeographic.com (click on "Fairy Tales with Teeth")
 www.nationalgeographic.com/grimm
 www.persecutedchurch.org
 www.trailblazerbooks.com
 www.wels.net/sab/about/ml-kuske.html

Print: The following print resources are included in this guide:

***The Berlin Wall* by R. G. Grant. New York: Raintree, Steck-Vaughn, 1998.**
The Berlin Wall: How It Rose and Why It Fell by Doris Epler. Brookfield, CT: Millbrook, 1992.
The Betrayer's Fortune by Dave and Neta Jackson. Minneapolis: Bethany House, 1994.
The Bronze Bow by Elizabeth George Speare. New York: Houghton Mifflin, 1961.
***Build Your Own Castle* by Caroline Pitcher. Danbury, CT: Franklin Watts, 1985.**
***Castle* by David Macauley. New York: Houghton Mifflin, 1977.**
Castle at War: The Story of a Siege by Andrew Langley. New York: DK Publishers, 1998.
Castles: Facts, Things to Make, Activities by Rachel Wright. Danbury, CT: Franklin Watts, 1992.
Cathedral: The Story of Its Construction by David Macauley. New York: Houghton Mifflin, 1973.
Christmas in Germany by Kristin Thoennes. Danbury, CT: Hilltop Books, 1999.

Cooking the German Way by Helga Parnell. Minneapolis: Lerner, 1988.
The Cotton Patch Gospel by Clarence Jordan. New York: Association Press, 1970.
***Easy-to-Make Castle* by A. G. Smith. New York: Dover Publications, 1989.**
Eleanor's Story: An American Girl in Hitler's Germany by Eleanor Garner. Atlanta: Peachtree, 1999.
The Fate of the Yellow Woodbee by Dave and Neta Jackson. Minneapolis: Bethany House, 1997.
Follow the Drinking Gourd by Jeannette Winter. New York: Knopf, 1992.
Forts and Castles by Miriam Moss. New York: Raintree, Steck-Vaughn, 1994.
Four Perfect Pebbles by Lila Perl. New York: Greenwillow, 1996.
The Hiding Place by Corrie Ten Boom. New York: Bantam, 1974.
Imprisoned in the Golden City by Dave and Neta Jackson. Minneapolis: Bethany House, 1993.
***Jesus Freaks* by DC Talk. Tulsa: Albury Publishers, 1999.**
***The Journey of Emilie* by Marcia Hoene. Colorado Springs: Chariot Victor, 1998.**
A Knight's Book by Ali Mitgutsch. New York: Clarion, 1991.
A Knock at the Door by Eric Sonderling. New York: Raintree, Steck-Vaughn, 1997.
The Living Bible by Kenneth Taylor. Carol Stream, IL: Thomas Nelson, 1973.
The Medieval Castle by Don Nardo. New York: Lucent Books, 1998.
The Message by Eugene Peterson. Colorado Springs: NavPress, 1993.
Mystery History of a Medieval Castle by Jim Pipe. Brookfield, CT: Copper Beach Books, 1996.
Nate Saint: On a Wing and a Prayer by Janet and Geoff Benge. Seattle: YWAM, 1997.¹

National Geographic magazine. Washington, D.C.: National Geographic Society.²

Number the Stars by Lois Lowry. New York: Houghton Mifflin, 1989.

***On Fire for Christ (Stories of Anabaptist Martyrs)* by Dave and Neta Jackson. Scottsdale, PA: Herald Press, 1989.**

One Great Purpose by Janet and Geoff Benge. Seattle: YWAM, 1998.³

Otto of the Silver Hand by Howard Pyle. New York: Dover, 1967.

The Queen's Smuggler by Dave and Neta Jackson. Minneapolis: Bethany House, 1991.

Race for the Record by Dave and Neta Jackson. Minneapolis: Bethany House, 1999.

The Robber and Me by Josef Holub. New York: Henry Holt, 1997.

Seeking True Values. Aylmer, Ontario: Pathway Publishers, 1968.

Stones in Water by Donna Jo Napoli. New York: Dutton, 1997.

Through Gates of Splendor by Elisabeth Elliot. Wheaton, IL: Tyndale House, 1986.

Video: The following video resources are included in this guide:

Castle by David Macauley. PBS Video, 1988.

Germany by National Geographic Videos. Washington, D.C.: National Geographic Society, 1992.

***The Good Seed* by Wycliffe Bible Translators.⁴**

Martin Luther: Heretic by Concordia Publishers (BBC-TV), 1984.⁵

*****The Radicals* by Mennonite Central Committee.⁶** (Note: This video is appropriate only for older students. Please preview.)

Word Like a River by Wycliffe Bible Translators.⁴

The World of Martin Luther by National Geographic Videos, 1983. (Note: This video may be difficult to find.)

Other media:

Castle Creator by Crayola 3-D. IBM compatible software.

¹ Youth With a Mission Publishers may be reached at (800) 922-2143.

² Articles and issues of *National Geographic* magazine listed in activity descriptions. Back issues: (800) 647-5463. Education Dept.: (800) 368-2728 for additional resources.

³ Youth With a Mission Publishers may be reached at (800) 922-2143.

⁴ Order these videos from Wycliffe Bible Translators at (800) WYCLIFFE for \$7.95 each.

⁵ Available at some public and church libraries. Area Lutheran churches or the Evangelical Lutheran Church in America office in your region may have this film, as well.

⁶ Available from Mennonite Central Committee at (715) 859-1151 (U.S.) or (888) 622-6337 (Canada) for cost of postage only.