

AMO[®]
TEACHER GUIDE
AND RESOURCES

PILGRIM'S PROGRESS

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**AMO® Teacher Guide
and Resources
Pilgrim's Progress**

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Published by Chrysalis International, Inc.
Orlando, Florida

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ISBN 978-0-9742820-8-4

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Resources

- Vocabulary Cards * Graphic Organizers * Coloring Pages
- Maps * Readers' Theater Script

Pilgrim's Progress Overview

Lesson	Reading	Principle	Vocabulary	Student Record	Craft/Songs
1	Biographical Sketch of the Author, John Bunyan	Life on earth is a journey for which God has made provision through Jesus Christ and His written Word. Psalm 119:54	pilgrimage	Create and Illustrate a Title Page Coloring Page 1: John Bunyan has a dream	Craft: Paint Pilgrimage Wall Map Song: "I Have Decided to Follow Jesus" Flex Time: Paint Pilgrimage Wall Map Initiate food drive and locate New Testaments (See Lesson 24 for details.)
2	Ch 1: Christian leaves the City of Destruction	God used symbols, parables and allegories in His Word to both reveal and hide truth and spiritual reality. Ezekiel 17:2	symbol	Setting Notes Label Map Coloring Page 2, Christian meets Evangelist	
3	Ch 2: Pliable and Obstinate	In the fear of the Lord, there is strong confidence. Proverbs 14:26	fear	Character Notes	
4	Ch 3: Into the Slough of Despond	When a person first realizes how sinful his nature is, he becomes despondent. Romans 3:23	sin	Character Notes Coloring Page 3: Christian sinks in the Slough of Despond	Craft: Promise Keeper Scrolls Song: "I Have Decided to Follow Jesus" Flex Time: Complete Wall Map Organize canned foods
5	Ch 4: Christian Escapes the Slough of Despond	God knows our every need and often sends help before we cry out. Psalm 33:22	help	Setting Notes Label Map	
6	Ch 5: Christian Meets Mr. Worldly Wiseman	All advice must be tested against God's Word to see if it be worldly or Godly wisdom. 1 Corinthians 3:20 Proverbs 9:10	worldly wisdom	Character Notes Label Map Coloring Page 4: Christian consults Mr. Worldly Wiseman	
7	Ch 6: Evangelist Scolds Christian	Man cannot be saved by keeping God's Law because man is sinful and cannot keep the whole Law. Romans 3:28	good	Setting Notes Label Map	Craft: Tin Lanterns Song: "I Have Decided to Follow Jesus" Flex Time: Assign play parts and begin practice Organize canned foods
8	Ch 7: Through the Wicket Gate	Narrow is the gate that leads to eternal life. Matthew 7:13-14	goodwill	Character Notes Setting Notes Label Map Coloring Page 5: Christian enters the Wicket Gate	
9	Ch 8: Christian Meets Interpreter	God's abundant grace provided forgiveness for sins for all who believe by faith through the shedding of Christ's blood on the cross. Ephesians 2:4-5	grace	Character Notes Setting Notes Label Map	

Pilgrim's Progress Overview

Lesson	Reading	Principle	Vocabulary	Student Record	Craft
10	Ch 9: Christian's Burden Rolls Away	Salvation cannot be earned; it is a gift available in Jesus Christ, who paid for our sins with the shedding of His blood on the cross. Colossians 2:13-14	salvation	Character Notes Setting Notes Label Map Coloring Page 6: Christian's burden rolls away.	Craft: Block Print Stamps and Stationery Songs: "I Have Decided to Follow Jesus"
11	Ch 10: Christian's Faith Is Tested	God tests His children in order for their faith to grow. 1 Peter 1:6-7	faith	Setting Notes Label Map Coloring Page 7: Christian meets Watchful	"His Banner Over Me is Love"
12	Ch 11: Christian Is Equipped for His Journey	The new Christian must learn to protect himself against spiritual enemies. Ephesians 6:13	protect	Setting Notes Label Map	Flex Time: Play practice
13	Ch 12: Christian Battles Apollyon	Satan wants to rule over everyone, but the Christian must be loyal to Jesus and follow Him. Matthew 6:24	loyal	Character Notes Coloring Page 8: Christian battles Apollyon	Craft: Decoupage Angels Songs: "I Have Decided to Follow Jesus"
14	Ch 13: In the Valley of the Shadow of Death	One of the greatest weapons a Christian has available is the power of prayer. Matthew 21:22	prayer	Setting Notes Label Map	"His Banner Over Me is Love" Flex Time: Play practice
15	Ch 14: Talkative and His Way of Salvation	Actions speak louder than words. 1 John 3:18	hypocrite	Character Notes	
16	Ch 15: Faithful and Christian in Vanity	Seek first the kingdom of God and His truth, and He will provide all that you need on earth. Matthew 6:33	vanity	Setting Notes Label Map Coloring Page 9: Faithful and Christian at Vanity Fair	Craft: Tree of Life Song: "I Have Decided to Follow Jesus"
17	Ch 16: The Pilgrims in Court on Trial	Christians are often persecuted by those who hate truth. John 15:20	persecute	Character Notes	Flex Time: Complete Tree of Life Craft Play practice
18	Ch 17: Lost off By-path Meadow	The testimony of martyrs brings others to salvation in Christ. Romans 14:7-8	testimony	Character Notes Coloring Page 10: Faithful is taken to Celestial City	

Pilgrim's Progress Overview

Lesson	Reading	Principle	Vocabulary	Student Record	Craft
19	Ch 18: Inside Doubting Castle	Doubting God's promises often causes the Christian great despair. Psalm 42:5-6	promise	Setting Notes Label Map	Craft: Pastoral Painting Song: "I Have Decided to Follow Jesus" Flex Time: Play practice
20	Ch 19: Atop Delectable Mountains	The Lord gives us times of refreshment after a difficult trial to restore our souls. Psalm 23:1-3	restore	Character Notes Setting Notes Label Map	
21	Ch 20: At the Enchanted Ground	When we believe man's flattering words God humbles us, and we fall. Proverbs 29:5	flatter	Character Notes Label Map	
22	Ch 21: Two Are Stronger than One	Two are better than one, physically and spiritually. Ecclesiastes 4:9 & 11	resist	Setting Notes Label Map	Craft: Friendship Bracelets Song: "I Have Decided to Follow Jesus" Flex Time: Dress rehearsal
23	Ch 22: Arriving at Celestial City	He who overcomes will inherit all things. Revelation 21:7	overcome	Character Notes Theme Notes Coloring Page 11: Crossing the River to Celestial City	
24	My Spiritual Journey: Writing in the Style of John Bunyan For teens and adults				

The Banqueting Table – A Special Event of Celebration

Community Service Project

Community Dinner Theater to include:

Christian's Pilgrimage – A dramatic presentation featuring *The Hopeful Troupe* and *The Faithful Ones*

The Banquet

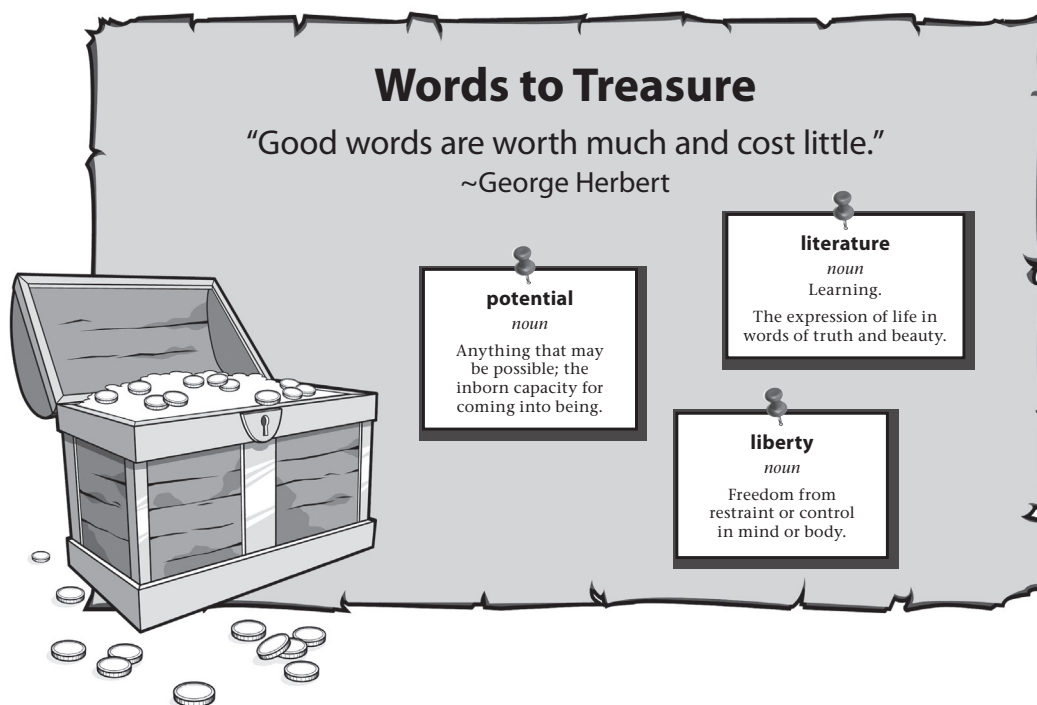
Art Show

Pilgrim's Progress Treasure Chest

Words are the keys that unlock the treasure chest of ideas!

Words are the building blocks of ideas. Man cannot think without words. As Christians, we need a noble and biblical vocabulary that will wisely guide our thinking, reasoning and decision-making. We also need a noble and biblical vocabulary with which to communicate in the marketplace and persuade others with our words of faith, just as Jesus and the Apostle Paul did in the first century. Words are spirit, Jesus said (John 6:63). Words have the power to create or destroy. (Proverbs 18:21) Through the study of the Word of God, a child's vocabulary is greatly enhanced as you, the teacher or reader, mediate the language and begin using the words to create new realities within your students. (Numbers 14:28)

Following are the student Key Vocabulary Words from the lessons of *Pilgrim's Progress* literature unit. The definitions are taken from many dictionaries. They are meant to be used daily in the curriculum by pinning the Key Word Vocabulary Card that you have printed for each lesson onto the Treasure Chest bulletin board. Leave all the words out on the bulletin board until the next lesson – the literature word, the Bible reading word and the Christian history word. We have printed ours on card stock, but plain paper works just as well. Use these words throughout the weeks as you instruct and reason with the children. Help build their thinking and reasoning skills by asking them to include the words in their conversation and answering questions.



Words to Treasure

1. **pilgrimage** (n.) 1) A long journey often to a place that is considered holy. 2) In Scripture, the journey of human life here on earth.
2. **symbol** (n.) Something that represents or stands for another thing.
3. **fear** (n.) 1) An alarm or dread that danger or evil is coming. 2) A holy awe of God and His laws that encourages one to obey.
4. **sin** (v.) To disobey or disregard the laws of God.
5. **help** (v.) To aid; to assist; to lend strength or means towards effecting a purpose.
6. **worldly wisdom**, Any idea that claims to give you a good life, but keeps you from God's will and ways.
7. **good** (adj.) Having the moral qualities that God's Law requires.
8. **goodwill** (n.) A cheerful attitude of kindness, mercy, and benevolence.
9. **grace** (n.) The free flow of God's abundant compassion, goodness and forgiveness.
10. **salvation** (n.) God's redemption of man from the bondage of sin and eternal death to everlasting life and happiness.
11. **faith** (n.) Belief in the truth of God's word and character and placing your entire confidence in Him.
12. **protect** (v.) To cover or shield from danger; to defend, guard and preserve in safety.
13. **loyal** (adj.) To be unwavering in devotion to a friend or vow or cause.
14. **prayer** (n.) A way of speaking with God to praise, thank or request of Him forgiveness, help or provision.
15. **hypocrite** (n.) A person who professes beliefs and opinions that he does not hold.
16. **vanity** (n.) 1) Empty pleasure; fruitless desire. 2) Worthlessness; emptiness; untruth.
17. **persecute** (v.) To harass, injure, or kill someone because of his religious beliefs or lifestyle.
18. **testimony** (n.) Something that serves as evidence of a fact.
19. **promise** (n.) A binding declaration of something to be done or given for another's benefit.
20. **restore** (v.) 1) To heal. 2) To recover from ruin and bring back to its former state.
21. **flatter** (v.) To please another by praising him falsely.
22. **resist** (v.) To withstand the force of something.
23. **overcome** (v.) To conquer; to prevail over something; to gain the victory.



Pilgrim's Progress Map

Pilgrim's Progress Characters

Character	Represents or Symbolizes
Christian	The new Christian on his spiritual pilgrimage as he walks out his faith toward eternal life
Evangelist	A guide and preacher of the Gospel who points the pilgrim to the road of salvation in Jesus Christ
Obstinate	An obstacle that uses resistance and mockery to prevent the pilgrim from receiving Christ
Pliable	An obstacle that lacks determination and courage to influence the pilgrim to return to his sinful state
Mr. Worldly Wiseman	An obstacle based on human or worldly wisdom that believes if you do the right thing and live a good life, all will be well with your soul
Legality	An obstacle to salvation that leads one to believe he can keep the Ten Commandments and be saved
Good-will	The "narrow gate" that opens to the King's Highway
Interpreter	The Holy Spirit who exhorts and guides the seeker to salvation
Three Shining Ones	God's ministering angels
Formalist and Hypocrisy	Obstacles to the liberty, paid for by Jesus on the cross, that comes in being delivered from self-righteousness
Discretion, Prudence, Piety and Charity	The Church who equips the new Christian for the spiritual battles on his pilgrimage
Apolloyon	The devil or Satan who seeks to deceive and destroy all Christians
Faithful	Those Christians who take a stand for truth and suffer the evils of persecution, martyrdom and death

Character	Represents or Symbolizes
Talkative	The hypocrite who talks fervently of religion, but has no visible deeds as a result of true salvation
Lord Hate-good	The spirit of those who hate Christians because of their bold testimony of Jesus Christ
Hopeful	The fruit that comes from overcoming persecution
Vain Confidence	The spirit of the foolish, whose reasoning is not based on truth
Giant Despair	The great amount of pain and destruction that come from doubting God's W ord
Knowledge, Experience, Watchful and Sincere	The wisdom that comes with traveling the King's H ighway, waging the battles and enduring the trials
Ignorance	The spirit of religion which tricks many to serve the law believing they will enter heaven and therefore blinds them to the truth
Flatterer	A deceiving spirit sent to make the believer think more highly of himself and fall into a trap

Pilgrim's Progress Settings

Setting	Represents or Symbolizes
City of Destruction	The world and its system based on the sin nature of man and its corruption (Isaiah 19:18)
Slough of Despond	The reality of one's sinful nature, which bring doubts and fears to discourage us from continuing on the pilgrimage (Psalm 42:5a)
Morality Village	The lie of the world's system that says obeying God's Law and living a good moral life bring salvation (Romans 6:14)
Wicket Gate	The entrance to eternal life in Jesus Christ; the straight and narrow way to heaven (Luke 13:24; John 10:1)
Mr. Interpreter's House	The knowledge of how one's sinful heart can be cleansed (1 John 1:8-9)
The Cross	The price Jesus paid through His shed blood for our sins to be forgiven (1 John 1:7)
The Tomb	The fact that God forgives our sins, "buries them," and remembers them no more (Jeremiah 31:34b)
Hill of Difficulty	The realization that the Christian's pilgrimage on earth will be difficult (Romans 8:35-38)
Palace Beautiful	A test of the new Christian's faith, where he or she is equipped with the armor of God for the pilgrimage (Ephesians 6:10-18)
Valley of Humiliation	The spiritual war that the Christian must wage against Satan, who desires to see him defeated in his walk with God (1 Peter 5:8; 2 Corinthians 10:3-5; Ephesians 6:12)
Valley of the Shadow Of Death	The dark, barren wilderness of Satan's territory which always leads to destruction and death (Psalm 23:4; Romans 5:12; Hebrews 2:14)

Setting	Represents or Symbolizes
Vanity Fair	The world's system which seeks fulfillment through material possessions and pleasure but cannot satisfy the longing of the soul (Ecclesiastes 1:14; Matthew 6:31-33)
By-path Meadow	How quickly and how far one can drift from the path of righteousness when he makes choices based on what looks good (Job 23:10; Psalm 5:8)
Doubting Castle	The prison of despair and doubt that can overtake the Christian's mind when he is in a difficult situation (Psalm 42:11; Psalm 43:5; Psalm 18:2; Mark 11:23)
Delectable Mountains	The aid, refreshment and restoration that come from the hand of God after a difficult test (Psalm 23)
Land of Beulah	The land of beauty and peace near the end of life's journey (Isaiah 62:4)
Dark River	The passage into the promised land and eternal life – heaven (Joshua, ch 3)
Celestial City	Heaven and eternal life in Jesus Christ (Revelation, chs 21-22)

Community Dinner Theater



*He brought me to the banqueting house,
and his banner over me is love. – Song of Solomon 2:4*

This AMO® celebration is inspired by Christian's pilgrimage from the City of Destruction to Celestial City and by the living God, who loves all pilgrims. During the evening, the riches of Christ, that are freely lavished on His people, will be celebrated. Guests will be invited to experience His goodness.

The celebration is designed to 1) memorialize the reading of this greatest of all classics, *Pilgrim's Progress*, which contains the plan of salvation and many other biblical images and ideals; and 2) encourage the children to journey with Christ on the highway of righteousness throughout their lives, so they, too, may live eternally with Christ.

Goals:

1. To culminate the study of *Pilgrim's Progress* with a spirit of celebration and service
2. To involve parents in their children's lives and provide them an opportunity to minister in the community
3. To minister to those in need in the community by meeting some of their tangible, physical needs
4. To minister to the spiritually needy in the community by offering the hope of Jesus Christ
5. To give each child the experience and joy of participation in a Readers Theater
6. To give public testimony to the faithfulness of God in your AMO program

Events:

Welcome Guests

Readers Theater: "One Man's Pilgrimage" featuring

The Faithful Troupe

The Celestial Choir (all the children) singing the songs they have learned in this unit

Invitation to Dine and Prayer

The Dinner

Art Show

Length of Time Needed for the Celebration:

1½ hours

Preparation:

1. Start collecting donations of non-perishable food for those in need in your community **at the beginning of this unit**. Ask for donations from AMO Program families; announce in your churches; call local businesses to see if they have anything they would like to contribute.
2. As the donations come in, sort them by item and place them in large, labeled boxes or baskets during AMO flex time.
3. Pray about one or two families that you as a ministry can bless with the donations. Assign a parent to be in charge of distributing them to their homes and also what is left at the dinner theater to needy folks or at a local shelter.
4. Seek a business sponsor for your celebration. Approach local restaurants and grocery stores. Explain your ministry and your desire to serve the community by providing a meal for those in need. Ask the owner or manager if their business would be willing to donate or even prepare some food for your event.
5. Call the Bible Society or local Gideons organization to see if they have copies of one of the Gospels or New Testaments that can be given to those who would like to receive one at the dinner theater.
6. Find a location to host your event. If your ministry building has a large recreational room, plan how you can utilize this space to accommodate your festival. You will need to create a stage area for your play. Make sure the tables for the dinner are arranged so that guests can sit at their places while viewing the performance. Set up tables along the outskirts of the room on which to display the children's art work and crafts.
7. Assign play parts and set aside plenty of time to practice lines and rehearse the readers theater script.
8. Practice Scripture readings. The children will need to practice reading in unison. Copy the words for them or instruct them to memorize the passages.
9. All the songs should be memorized.
10. Set the scenery by hanging the wall map/mural up, center stage. Cut out a large cross and tomb from bulletin board paper. Hang these on the wall, stage right. Set the chairs for the chorus in rows, to either side of the map. Set three chairs out in front of these on stage left.
11. Ask the children to dress in their Sunday best. Christian and the villagers should have some patched and worn-looking clothes to wear during the play. You can glue scraps of fabric to old clothes.
12. Print invitations using the children's block printed stationery to distribute to AMO families and invited guests. Give them each several extra invitations and ask them to invite a neighbor family, especially one that would appreciate the meal and the play. Ask parents to give you a record of how many of their family and friends will be attending. You will need to have at least a rough count when planning food and seating.
13. Assign one mother or grandmother to oversee the meal and to coordinate needs/items with the business sponsor. Ask several other mothers to help prepare and serve the food. This committee will need to plan a menu for the dinner. You will want to choose a meal that is filling, yet easy to serve to a large quantity of people. The food need not be extravagant, just plentiful. Your menu choices will likely depend on what your sponsor is willing to donate. Serve bread and salad along with the main course and a desert.
14. Assign one mother or grandmother to oversee the table settings for the dinner. She, too, should have a committee of additional volunteers to help with the details. Collect tablecloths with which to cover the tables. Place a colored runner, cut out of bulletin board paper, across the middle of the table. Using a thick black marker, print "He brought me to his banqueting table and His banner over me is love" on the runner. Collect vases and ask volunteers to gather and arrange flowers on the morning of the dinner theater. Space them between the tin lanterns and trees of life that the children have made. Use disposable dishes and utensils, if possible, for ease of cleanup. Fold the napkins set the tables before the guests arrive.

15. Set out donated Gospels or New Testaments in the middle of the tables
16. Assign a parent to greet guests and make nametags as they arrive.
17. Children should sit with their families during the dinner. Select several to act as “runners” for the tables. Assign a "runner" for each table—to take the bread basket, salad bowl, water pitchers, etc. back to the serving station for refills when necessary.
18. Create a simple timeline of the life of your ministry. Make a poster with important dates and photographs of events that have occurred in your ministry (i.e.: first day of the program, Heidi Festival, etc.). Prepare to display this timeline at the festival and to give credit to God for his faithfulness in your journey.
19. Assign someone to take plenty of photos at the festival.

Welcome

The AMO Program director should welcome the guests, volunteers and children to this special dinner theater. Share the children’s experiences of reading the greatest English classic, *Pilgrim’s Progress* by John Bunyan and doing the arts and crafts. Give some background of the book and highlight some of Christian’s experiences.

Draw attention to the table decorations that the children made and appreciate all the volunteers and community donors publicly.

Presentation of the Readers Theater: *One Man’s Pilgrimage*

Invitation to Dine

Immediately after *The Faithful Ones* sing the closing song, parent volunteers can begin distributing food to the guests. At the end of the song, the AMO Program director should suggest that any one who is interested in having a New Testament or copy of the Gospel (sitting in the middle of the tables) is welcome to have one. Then, invite guests to enjoy their meal and pray. Tell them that the class wanted to share a small taste of God's goodness through a delicious meal. Remind them that even as we look forward to the marriage supper of the Lamb, we are able to delight in the good things God gives us today.

Dinner

Enjoy your meal!

Arts and Crafts Display

After guests are finished eating their main course, invite them to eat their dessert, as they wander around the room to view the children's artwork. Ask the children to be on hand to discuss their work. Encourage them to explain how their pieces relate to the book they read. A teacher should station herself at the ministry timeline during this period. She should be prepared to engage guests in conversation and describe to them God's faithfulness to the ministry in specific ways.

One Man's Pilgrimage



A readers' play written for children inspired by John Bunyan's *Pilgrim's Progress*

Dramatis Personae

3 NARRATORS	Stand stage left
CHRISTIAN	The pilgrim
3 VILLAGERS	Hometown men from the City of Destruction that Christian encounters
6 READERS	Six from the chorus who are seated in front and stand up to read
EVANGELIST	Directs Christian towards the cross
GATEKEEPER	Opens the Wicket Gate for Christian
2 HELPERS	Bring Christian his new white robe and scroll of promises
CELESTIAL CHORUS	All the children, seated in chairs on stage left

Dress

Christian wears an old-looking shirt and patched pants (Glue patches of fabric to old clothes.)

Villagers wear clothes appropriate for their part.

Everyone else is dressed appropriately for a banquet.

Staging

Stage Left:	The Celestial Choir
Stage Right:	The Narrators
Center Stage:	Where the action takes place

Scenery

Pilgrimage Wall Map that the children painted in class: Center Stage

Large cross and tomb cut out of bulletin board paper or cardboard: Stage Right

Props

Duffel bag; Bible; white robe; scroll of promises (made in class); map pointer

Introduction

NARRATOR 1: We welcome you, our guests, to our Banqueting Table tonight. Thank you for coming.

NARRATOR 2: We invite you to sit down, relax, and enjoy the spiritual feast we have prepared for you through our Dinner Theater.

NARRATOR 3: In our AMO Program, we have read the greatest of all classics, *Pilgrim's Progress*. It was written in 17th century by an English preacher named John Bunyan while serving a prison sentence for his faith.

NARRATOR 1: Next to the Bible, *Pilgrim's Progress* is the most popular book ever published in the whole world! Today, scholars are baffled how an uneducated English preacher came to write such a masterpiece of world literature . . .

NARRATOR 2: because they do not understand that a personal relationship with Jesus Christ and knowledge of the Bible provide the best education one can ever receive!

NARRATOR 3: *Pilgrim's Progress* is an allegory, which Bunyan wrote in the form of a dream.

NARRATOR 1: This allegory represents the spiritual walk of the Christian as he travels through life to eternal life.

NARRATOR 2: The main character is a young pilgrim, whom Bunyan named Christian,. He is on the King's Highway which leads to the Celestial City.

NARRATOR 3: Christian meets many interesting and difficult people, and he experiences many obstacles, persecutions and perils along the way.

NARRATOR 1: His pilgrimage is not easy!

NARRATOR 2: Yet, he encounters great beauty and refreshment . . .

NARRATOR 3: truth and hope and eventually eternal life.

NARRATOR 1: Although he struggles, he is never alone.

NARRATOR 2: And, in the end, he finds himself crowned in splendor, . . .

NARRATOR 3: celebrating in the presence of his majestic King, . . .

NARRATOR 1: in a place of indescribable beauty and everlasting joy.

NARRATOR 2: Let us look now upon this young man at the start of his pilgrimage from the City of Destruction to learn why he left comfort and home for what he did not know.

Scene I

The City of Destruction

Lights dim. Spotlight on Christian.
(3 villagers seated in chairs; enter Christian)

CHRISTIAN: *(Walking through the audience toward the stage and the villagers with his back bent over, carrying a Bible in his hand and a large duffle bag on his back. He is crying:)*

“Life! . . . Life!”

(He stops to read from the Bible, and then asks:)

“Who will save me?”

(Christian enters the stage and stops when he hears the first villager speaking.)

VILLAGER 1: Christian, my friend! What troubles you?

VILLAGER 2: Why are you carrying that heavy bag on your back?

CHRISTIAN: *(Pulls the bag from his back and sits on it, exhausted.)* Oh friends, what am I to do? I am seeking life, but I have this heavy burden, and I cannot seem to get rid of it. What is to come of me? What is to come of this world?

VILLAGER 3: *(Laughing, he says:)* Relax, friend. Don't worry about what is to be. Today is all that matters! Sit down and spend some time with us. We were just deciding what we're going to do tonight to have fun.

CHRISTIAN: No, I can't spend time doing that. I have recently become convinced that we are all called to something greater. I can not sit with you. Rather, come with me. I fear that a great calamity will come upon this place if we do not change our ways.

Christian departs with the burden on his back.

VILLAGERS: *(Laughing at Christian, they call after him:)*

VILLAGER 1: You're a fool, Christian!

VILLAGER 2: Our families have lived here for generations, doing just as we do now. Nothing has ever happened to them!

VILLAGER 3: Go on with your bag! We don't want any burdens here.

Lights dim.

READER 1: Blessed is the man who does not walk in the counsel of the wicked or stand in the way of sinners or sit in the seat of mockers. But his delight is in the law of the Lord, and on his law he meditates day and night.

READER 2: He is like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither. Whatever he does prospers.

READER 3: For the Lord watches over the way of the righteous, but the way of the wicked will perish.

Lights up on narrators.

NARRATOR 1: Christian was distraught. He could not cast his burden aside. He was weighed down and did not know where to go.

NARRATOR 2: His friends had rejected and ridiculed him. They wanted only to have fun and focus on themselves.

NARRATOR 3: They had no concern for the needs of others or for Christian's concerns.

Scene 2

Walking in the Fields

Spotlight on Christian with his bag on his back walking towards center stage. Evangelist rises from the Chorus and approaches Christian.

NARRATOR 1: As Christian continued on his journey, He met a man named Evangelist.

EVANGELIST: Hello there, good man. Where do you come from and where are you going with your heavy burden?

CHRISTIAN: I come from the City of Destruction, a place of mindless men who only care for themselves and for the affairs of today. I, too, have been like them. I have spent my life living only for myself. I have loved temporal things and disregarded spiritual things. I have even said that there is no God. But, I have come to see that there is, indeed, something greater than the affairs of men.

EVANGELIST: You are right, my friend. What, then, is this burden you carry? (*Point to Christian's bag.*)

CHRISTIAN: Well, I see that these things are true, but I do not know what to do or how to change my life. So I am burdened by what I now understand and the guilt that I feel.

EVANGELIST: There is only one thing to do and only one way to be freed of your burden. You must Find your way to the cross of Jesus Christ and to His empty tomb. It is there you may leave your burden.

CHRISTIAN: But, aren't there rules that I must follow and good deeds to perform? I have heard tell that I may enter the Celestial City by doing good all my days.

EVANGELIST: That is not the way to the Celestial City, my friend. It is impossible. Only God is truly good, and thus you must seek the cross. Keep on this path until you come to a Wicket Gate. There you must enter, and your way will be clear.

Lights dim.

(Christian freezes in place. Evangelist returns to Chorus.)

Scene 3

The Wicket Gate and Cross

Lights up on narrators.

NARRATOR 2: And so our pilgrim journeyed on with his heavy burden in the direction shown him by Evangelist. When he approached the Wicket Gate, he was gladly welcomed and given entrance by the Gatekeeper.

Christian comes into view, continuing across the stage with his burden. He pauses and knocks at an imaginary gate which a gatekeeper (from the Chorus) rises to open. Gatekeeper hugs him and points him onward while Reader 4 in the Chorus reads John 10:8-10:

READER 4: All who came before Me were thieves and robbers, but the sheep did not listen to them. I am the gate; whoever enters through Me will be saved. He will come in and go out, and find pasture. The thief comes only to steal and kill and destroy; I have come that they may have life, and have it abundantly.

NARRATOR 3: He came upon the cross and, kneeling before it, asked the risen Christ for release from his burden of sin and guilt.

One in the Chorus reads Matthew 11:28-29:

READER 5: Come to Me, all you who are weary and burdened, and I will give you rest. Take My yoke upon you and learn from Me, for I am gentle and humble in heart, and you will find rest for your souls.

CHRISTIAN: *(Kneel and pray, then rise. Smile as you realize that you can let go of your bag. Push it to the foot of the cross.)*

Two members from the Chorus rise and approach Christian: One carries a clean white robe and places it on Christian's shoulders.. The other carries a scroll of promises and hands it to Christian.

One in the Chorus reads Hebrews 10:22-24:

READER 6: Let us draw near to God with a sincere heart in full assurance of faith, having our hearts sprinkled to cleanse us from a guilty conscience and having our bodies washed with pure water. Let us hold unswervingly to the hope we profess, for he who promised is faithful. And let us consider how we may spur one another on toward love and good deeds.

NARRATOR 1: Having been cleansed from his sins, free of his guilt and given the great promises of God, Christian gives thanks to God and sets off now in the Lord's care to live the rest of his days on this earth.

Scene 4

Remaining Journey to the Celestial City

CHRISTIAN: *(Walk over to the map mural and stand in front of it, facing stage right. As the narrators describe the rest of his journey to the Celestial City, walk forward, alongside the map. Using a pointer, point to each location as you hear it named.)*

NARRATOR 2: The remainder of Christian's days on earth are marked by a journey that is very tiring and yet delightful.

NARRATOR 3: He climbs the Hill of Difficulty *(Christian points to the hill on map.)*.

NARRATOR 1: Resting after such a climb, he saw amazing things at Palace Beautiful *(Christian points to the palace on map.)*.

NARRATOR 2: He travels through the very Valley of the Shadow of Death. *(Christian points to the valley on map.)* Even here, he knows the guiding hand of the Great Shepherd.

NARRATOR 3: He encounters pleasure seekers and God-haters at Vanity Fair. *(Christian points to Vanity Fair on map.)* He even suffers the loss of a faithful friend at the hands of evil men.

NARRATOR 1: And our pilgrim journeys through the beautiful Delectable Mountains *(Christian points)* and through the King's Enchanted Ground. *(Christian points.)*

NARRATOR 2: Finally, his hope is proved true. *(Christian points to the Celestial City and then turns and stands facing the audience, joyful.)*

NARRATOR 3: At the end of his days on this earth, he finds himself at the gates of the Celestial City.

NARRATOR 1: Through all his journeys, Christian has proved himself faithful and, most importantly, the King of kings has kept His promises. He has shepherded and comforted, guided and blessed Christian along the road. He loves all pilgrims who journey on the King's Highway and delights to welcome them to His kingdom.

NARRATOR 2: As Christian approaches the gate to the city, a host of angels welcomed him saying:

CHORUS: *(In unison, say exuberantly:)*

Blessed are they that are called to the marriage supper of the Lamb!

NARRATOR 3: Our Christian entered the gate of Celestial City and found himself transfigured and clothed in splendor! The Gate was made of jewels and the City itself was glorious and as bright as the sun. The streets were paved with gold. And the Lamb was the light that shined throughout the whole City!

NARRATOR 1: And men, adorned with crowns, filled the streets. They were overcome with joy and the praises of God were on their lips.

CHORUS: *I Have Decided to Follow Jesus and His Banner Over Me Is Love*

The End

AMO® Program

Using the Binder

Overview

The notebook approach,¹ developed by Rosalie Slater co-founder of the Foundation for American Christian Education, employs the four natural or biblical steps of learning: *research, reason, relate* and *record*. This is an old method of reflective study, one used by many of the world's greatest thinkers and writers throughout history. It is as old as God instructing Moses to "write in a book what He was saying to him and rehearse it in the ears of Joshua." (Exodus 17:14) God has always placed great value on the written word and written records, of which there are hundreds of references in the Bible.

The notebook approach is both a biblical tool for teaching and learning, as well as a method for guiding reflection and reasoning with truth. It introduces the teacher and student to the study of the subject through the nature and character of God as the author of that subject, and it lays the foundation for thinking and reasoning with the life and truth of God's Word. It opens the subject through its vocabulary and biblical principles and enlightens the pathway of thinking and reasoning to guide the student toward mastery of the subject. The notebook approach cultivates strong writers, Christian scholarship and character, and a permanent record of learning for teachers, students and parents to evaluate and reference over and over again. The student produces his own "book of remembrance." (Malachi 3:16) Over time, this method liberates the student to become an independent learner who is able to take responsibility for his own education and give an account.

In the AMO® Program, both teacher and students need a ringed binder with four dividers marked:

1. Literature
2. History
3. Reading
4. The Arts

A title page is made and filed in the front of the binder, and a title page is made for each component.

Instructions for how to use the Lesson Plan Format follow. They will enable both teacher and student to derive the greatest benefit of the notebook method.

Objectives

1. Introduce the notebook approach and the four steps of natural learning for a permanent record of study in the AMO® Program.
2. Develop the lifelong habits of personal study, reflection, recording principles and reasoning in both teacher and children.
3. Build Christian imaginations and consecrated minds for fresh vision, renewed thinking, and biblical reasoning.





AMO's Lesson Plan Components

The top portion of the Lesson Plan contains the following:

1. **Time:** This component indicates the length of time for the lesson. It is based on AMO's weekly schedule. You can alter this to suit your program.

2. **Reading:** This component relates the reading assignment. In the history and literature components, the teacher reads aloud. In literature, the whole classic is read aloud to the children. Do not let them read it. The teacher should read with animation and know the vocabulary before reading the classic. In the Bible Reading lessons, the children read aloud.
3. **Review:** All good lessons begin by reviewing the principle and the main idea or theme of the last lesson. Ask the children if they can remember the principle from the last lesson. If no one can remember, ask them to turn in their binders to the record of the last lesson or point to the Key Vocabulary Word for that lesson located on the bulletin board to help them recall.
4. **Goal of the Lesson:** This is the primary target of the lesson and what the children should understand at its conclusion. The student vocabulary word, the principle and Scripture, as well as the reasoning questions are all directed toward the goal of the lesson.
5. **Principle:** Each lesson is governed and guided by a biblical principle, which lays truth as the foundation and provides structure for teaching the whole lesson. This is antithetical to most teaching methods, which either require children to memorize information and parrot back the “right” answer or “entertain” them.
6. **Scripture:** Each principle is undergirded with a biblical reference. The Word of God is alive. (Hebrews 4:12) It not only produces life in the teacher’s spirit and in the lesson plan, but it illumines and guides the children’s thinking, reasoning, and application of the principle to their own lives.

The remainder of the Lesson Plan is divided into two columns. The left column is for edifying the teacher and the right column is for engaging the students.

1.  **Teacher Vocabulary:** Difficult words and key words are defined biblically for the teacher’s enlightenment and for use with older students and adult literacy programs.
2.  **Preparation to Teach:** These are the instructions for preparation as well as the tools and supplies teachers must gather before entering the classroom to teach.
3.  **Teaching Plan:** This is the subject content of the lesson to build the teacher’s confidence. Generally, everything he or she needs for teaching the lesson is provided and should be reviewed before teaching the lesson. It contains all the elements that he or she will need to teach the lesson to the children. NOTE: Background information and often a great deal of content for the TEACHER’S EDIFICATION are provided. The teacher is NOT to read all of this material to the children. It is there to provide information and enrichment to the teacher, as he or she works with the principle and the reasoning with the children.
4.  **Key Vocabulary Word:** Every lesson has a student vocabulary word that relates to the principle and the goal of the lesson. This word, which is printed on card stock and pinned to the “Treasury of Words” bulletin board each day, should be emphasized in each lesson. Use this word in your teaching and encourage the children to learn its meaning and use it in their conversation. Remove the vocabulary card from the board in the next class period and store in the Treasure Chest and pin up the new word from the lesson. Many teachers print out a copy of each word and have the children file in their binders. If you are using this in an academic setting, you can have the students put a divider in their binders marked “Vocabulary” and they can copy the word and the definition into their binders. They can be tested on the vocabulary definitions and are certainly encouraged to use these words in their writing and in their verbal communication.

5. **? Reason Questions:** Reason questions are provided to guide biblical reasoning and oral discussions and to help children relate the principle or theme of the lesson to their own lives. In an academic setting, this can be assigned as written class work or as homework.
6. **✍️ Notebook Record:** Everything the children copy onto their graphic organizers is found in the lesson plan. The teacher writes these phrases on the chalkboard, and the children copy them onto their graphic organizers. In literature the graphic organizers are based on the settings, characterizations and themes in the classic. The phrases are the author's words, which is why they have quotation marks around them. In other subjects, the notebook record contains the essence of the lesson so the children have a permanent record of what they are learning. For the academic setting, older children can find additional phrases to write on these graphic organizers. These phrases are helpful when assigning composition work. Have the children open their binders to the appropriate graphic organizer so they can use the phrases and vocabulary words to inspire and guide their descriptive or expository writing.
7. **🗣️ Oral Work:** This is a summary of the lesson that was taught to the children, that the teacher says and the students repeat out loud before the close of the lesson. It reinforces the principle that undergirds the lesson.

Other components that accompany the Lesson Plan:

1. **Graphic Organizers:** These are designed to organize and limit the amount of writing children must do in an after school, Sunday school or literacy program. Some children are illiterate and unable to write. These children will still have a record of learning with the coloring pages provided. All the children will build their language skills. If you are using this program in an academic setting, you can assign more note taking by writing the content being taught on the chalkboard and having your students copy into their binders.

Graphic organizers for the literature units are designed to record these literary elements:

- a. **Characterizations:** Four or five of the main characters in the classic are chosen to study in depth. They soon learn that God looks at the internal man (1 Samuel 16:7) and that the internal is causal, it gives rise to the external. *As a man thinks within himself, so he is (Proverbs 23:7)*. This helps children examine their own character.
 - **Internal:** Record the internal qualities of the heart, mind, soul, attitudes, will, and spirit **using the words of the author.**
 - **External:** Record the physical features of the literary character **using the words of the author.**
 - b. **Setting:** The main setting(s) of each classic has been chosen, and if actual geographic settings are in the classic, such as the Swiss Alps and Frankfurt, Germany settings found in *Heidi*, the children complete map work and study the culture of the settings.
 - c. **Theme:** This is the message the author conveys. Each classic is different. *Heidi* has many themes.
2. **Vocabulary Card:** The Key Vocabulary Word, which is defined Biblically, is printed on this card and pinned onto the "Treasury of Words" bulletin board where it remains until the next lesson. All cards are stored in the Treasure Chest of Words, so the children will soon learn that words provide a treasury of wisdom and understanding.
 3. **Coloring Pages:** Beautiful coloring pages have been created by talented illustrators for the delight and enrichment of the children. Have the children use colored pencils to color them. Pencils produce

beautiful pages for the children to cherish. Many children are visual learners, so they will glean many details of the story from the coloring pages. These become part of their permanent record and are filed in their binders.

4. **Memory Verse Cards:** This card holds the weekly Bible verse from the Bible Reading lesson to be memorized by the children. It is printed and pinned onto the “Treasury of Words” bulletin board.
5. **Parent Prayer and Blessing Cards:** These cards are part of the Bible Reading lesson plans. One set is printed weekly for each child to take home to his parents so they can pray and bless their children every day.

¹ Slater, R. (1965). *Teaching and learning America's Christian history: The principle approach*. San Francisco, CA: Foundation for American Christian Education.

Suggested Assignments for the Academic Setting

1. Write introductory facts and inspiring information from the lesson plans on the chalkboard and have the students copy into their binders on a sheet of paper labeled “Introduction” for each component studied. (i.e.: historic and literary background of the book being studied; author of the book; literary background, genre, and elements of the classic being studied; timeline of key events, key individuals, and key documents in the Christian history units; etc.)
2. Have students create a divider labeled “Vocabulary” and insert in their AMO binders for each component studied. On a sheet of notebook paper, have them copy the daily “Key Vocabulary Word” and its definition. After they have copied the word, have them write a sentence using the new vocabulary word.
Hold students responsible for the correct spelling of the word, its definition, and the ability to use the word accurately in a sentence on quizzes and on the final examination.
3. Have students create a divider labeled “Principles” and insert in their AMO® binders for each component studied. Have them write out the daily principle and then write a paraphrase as classroom work or as homework. Ask them to apply the principle to their own lives, as well. Be certain to read each one and make comments.
4. Have students create a divider labeled “Memory Verses” in the AMO Bible reading component and insert in their AMO binders. On a sheet of notebook paper, have them copy the weekly memory verse. Ask them to paraphrase it and apply its truth to their own lives.
5. Have students create a divider labeled “Reason and Relate” and insert in their AMO® binders for each component studied. Write the “Reason Questions” found on the lesson plan (and any you would like to add) on the chalkboard. Have students copy the questions onto a sheet of notebook paper and write out their answers in complete sentences either during class or for homework. Correct, grade, and return them to the students to be filed in their binders. Discuss some of the inspired answers.
6. Create writing assignments from the literary phrases and information the students record on their graphic organizers, such as:
 - Write two paragraphs that describe the Swiss Alps. Use as many of Johanna Spyri’s beautiful phrases as possible. You may use your notes from class.
 - Contrast life in the Swiss mountains with life in the German city, Frankfurt.
 - Describe the individuality of Switzerland.
 - Compare and contrast the internal and external characters of Heidi and Peter.
7. Prepare students for all final examinations by seeing that their binders are complete and in order and by reviewing the principles, historic events and individuals, and literary elements of the classic. Take class time to do this collectively.
8. After the final examination, collect and grade each student’s binder, and average his binder grade with his other academic assignments. The binder grade reflects the student’s character, not his academic achievement.
9. Sample Heidi Final Exam (3rd grade and above/age 8+): Be certain to write in complete sentences.
 - Why is the Bible the highest model of language and literature?
 - Who was the author of Heidi? Write two sentences that describe her individuality.

Write the definition for each of these vocabulary words:

literature	friendship
conscience	providence
individuality	virtue
prudence	principle
repentant	reason (v.)

Label the map of Switzerland using the names found on the legend.

Write a descriptive paragraph about life in the Swiss Alps in the late 1800s. Tell why you would or would not want to live there.

Compare and contrast the internal and external characters of Heidi and Peter.

What were Heidi's most distinctive character qualities? Why did everyone like her? How did Heidi overcome life as an orphan?

Why did the author describe Uncle Alm as the "Prodigal Son?" Tell what happened to him in the story.

Paraphrase this principle from chapter 10: "Being able to read brings great liberty to one's life."

Extra credit: Sketch your favorite scene from the classic Heidi in the space provided.

10. Sample Proverbs Final Exam (3rd grade and above/age 8+):

Using complete sentences, describe four attributes of God's Word, the Bible.

Write the definition for each of these vocabulary words:

gospel	integrity
proverb	honor
discern	character
wisdom	diligent
folly	leader

Who wrote the Book of Proverbs? Tell why this book is so important for a young person to meditate upon.

Contrast the wise child and the foolish child in the following areas of daily life:

- Listening
- The words of one's mouth
- Making friends
- Making decisions
- Work habits

List three qualities of a godly leader.

List three qualities of a godly woman.

Paraphrase the following principle, "The conduct of a young child builds the man or woman."

Extra credit: Write out two of your favorite memory verses from the Book of Proverbs.

As teachers work with our AMO® lesson plans, they will be inspired to create their own reflective writing assignments. **Remember, handling the noble vocabulary of the subject and daily writing assignments produce mastery of the subject.** The sooner children are taught the rudiments of composition (which should begin in kindergarten/first grade), they should be writing in every subject every day by the third grade.

Teachers must remember, they cannot ask children to write a descriptive paragraph if they haven't taught their students the rudiments of writing a descriptive paragraph. The same principle goes with comparing and contrasting two items or characters. The teacher has to teach the rudiments of all the

various forms of composition and then have their students practice, practice, practice. Writing is not a gift from God that some are blessed to have and others don't. Writing is a skill best learned as a young child in order to form lifelong manners and habits of excellence in Christian scholarship. This produces Christian thinkers and leaders in every field of endeavor.

By employing the Notebook Method, teachers will eventually become confident to develop and write their own curriculum. This method produces writers and Christian thinkers among teachers, as well as students.

Literature Lesson Plans

*Good children's literature appeals not only to
the child in the adult, but to the adult in the child.*

~ Anonymous ~

Summary of Literary Elements

Author:

Pilgrim's Progress was written by John Bunyan, a Puritan street preacher, who lived in England during the 17th century. Bunyan was jailed several times because he had no license to preach. While in jail in 1678, he had a dream, which inspired him to write *Pilgrim's Progress*. It is the story of his pilgrimage from sin to eternal salvation in Jesus Christ. *Pilgrim's Progress* is considered one of the greatest classics ever written in English and has sold more copies than any other book except the Bible.

Genre or Literary Type:

Pilgrim's Progress is Puritan fiction written as an allegorical tale. In the form of a dream, Bunyan used the everyday world of common experience to tell about the spiritual pilgrimage and inner experiences of a Christian's walk through life from the time of his conversion to eternal life in heaven.

Main Characters:

The characters' names in this allegory represent their personalities. Bunyan's reformed theology shines through his characters.

Christian	Talkative
Evangelist	Lord Hate-Good
Mr. Worldly Wiseman	Vain Confidence
Hopeful	Giant Despair
Good-will	Knowledge, Experience, Watchful and Sincere
Mr. Honesty	Ignorance
Mr. Great-Heart	Flatterer
Apollyon	Faithful
Obstinate	Pliable
Legality	Interpreter

Settings:

Every location in this allegory is named in association with the activity that occurs there. The entire story takes place on the road from the City of Destruction to Celestial City.

City of Destruction	Valley of Humiliation
Slough of Despond	Valley of the Shadow of Death
Village of Morality	Vanity Fair
Wicket Gate	By-Path Meadow
Mr. Interpreter's House	Doubting Castle
The Cross	Delectable Mountains
The Tomb	Land of Beulah
Hill of Difficulty	Dark River
Palace Beautiful	Celestial City

Plot Summary:

plot (n.) The sequence of events in the story that lead to a conclusion.

The events in Christian's life symbolize the events and challenges that all Christians experience from time to time. It chronicles the life of a young man, with a burden on his back, who begins to read the Word of God. He meets Evangelist and asks, "What must I do to be saved?" This begins his spiritual journey from one of sin in the City of Destruction to eternal life in Celestial City.

Themes:

theme (n.) The lessons or message the author is trying to convey through the story. Bunyan wove many theological themes into his allegory. These are the most important:

1. The cost of salvation is great.
2. The pilgrimage of the true Christian is not easy.
3. Spiritual growth means dealing with one's own character.
4. The Christian must learn to wage the spiritual battles within and without.
5. The Christian walk is one of overcoming by faith.

Pilgrim's Progress I

Time: 40 minutes **Reading:** Biographical sketch of John Bunyan **Review:** Definition of literature and its basic elements **Goal:** Introduce *Pilgrim's Progress* as an allegory and its author, John Bunyan.

Principle: Life on earth is a journey for which God has made provision through Jesus Christ and His Word.

Scripture: Your statutes are my songs in the house of my pilgrimage (Psalm 119:54).

TEACHER

Vocabulary:

allegory (n.) 1) A story in which people, things, and events have another (symbolic) meaning. 2) A literary device in which each character, object and event represent symbols that illustrates an idea or moral principle.

characterization (n.) The external and internal qualities of each character in the book.

liberty (n.) [L. *liber*, free.] Freedom from restraint and applicable to the body, or to the will or mind. The body is at liberty, when not confined; the will or mind is at liberty, when not controlled. A man enjoys liberty, when no physical force operates to restrain his actions or volitions.

literature (n.) 1) Learning; 2) The expression of life in words of truth and beauty; the written record of man's spirit—his thoughts, emotions, and dreams. 3) The handmaid of history.

pilgrim (n.) [L. *peragro*, to wander.] 1) A wanderer; a traveler; particularly, one that travels from his own country to visit a holy place. 2) In Scripture, one that has only a temporary residence on earth, such as Abraham. (Hebrews 11:8-10)

plot (n.) The sequence of events leading to a conclusion.

setting (n.) The background of the story including the place, time, environment, society, etc.

style (n.) The individuality of the author's expression in writing.

theme (n.) The message or lesson the author is trying to convey.



Preparation to Teach:

1. Choose a modern English, unedited version to read to the children. You will have to cut out portions, however, to accommodate our 40-minute class schedule and lesson plan content.
2. Read the entire book. For a copy of Bunyan's unedited work see: www.classicbookshelf.com/library/John_bunyan/pilgrim_s_progress
3. Read the bio-sketch of the author, John Bunyan. For more biographical background see: www.bible.christiansunite.com/John_Bunyan/bunlife02.shtml

STUDENT

Key Word:

pilgrimage (n.) 1) A long journey often to a place that is considered holy. 2) In Scripture, the journey of human life here on earth.

? Reason Questions:

1. Name several unique characteristics of the author, John Bunyan.
2. What is a pilgrimage? What is a pilgrim?
3. Describe a time when your heart or mind was imprisoned.
4. Explain in your own words what the principle means.



Notebook Record:

1. Illustrate your Title Page Graphic Organizer and color with your colored pencils.
2. Color Coloring Page 1, "John Bunyan has a dream."
3. File your title page and coloring page in your binder behind the Literature divider.



Oral Work:

Your statutes are my songs in the house of my pilgrimage. (Psalm 119:54)

4. Gather all the resources needed for the lesson: the classic, the bio-sketch and picture of John Bunyan, Student Vocabulary Card, Title Page Graphic Organizer and Coloring Page I, "John Bunyan has a dream."
5. Be certain to create and have the children paint the wall mural of the Pilgrim's Progress Map and all its settings during week I. See Arts and Crafts Lesson I for details. Complete as quickly as possible.



Teaching Plan:

1. Distribute student binders and Title Page Graphic Organizers. Have the children illustrate and color their Title Page Graphic Organizer.
2. Review classic literature and what makes a book a classic. Review the five literary elements of a classic.
3. Review that the Bible is the greatest literature book in the world and contains the highest standard of language. In the Bible, God tells us the truth about Himself and His plan for mankind. His Word also teaches us how to walk through life with Jesus Christ as our Great Shepherd.
4. Introduce allegory as a genre or type of literature. Bunyan uses the everyday world of common experience as an allegory for the spiritual journey of the soul towards God and eternal life.
5. Define 'pilgrim' and 'pilgrimage' and pin the Student Vocabulary Card onto the Treasure Chest bulletin board. Teach that in the middle ages, kings, princes, bishops and others made pilgrimages to Jerusalem, Israel in devotion to Jesus Christ. Today, Catholics make pilgrimages to holy sites, and Moslems make pilgrimages to Mecca, where their prophet is buried.

Pilgrim's Progress is an allegorical story that represents the spiritual walk of a newly converted Christian (much like John Bunyan experienced) as he travels through life toward heaven. Bunyan wrote his allegory in the form of a dream. The story centers around a young man named "Christian," a pilgrim who makes a spiritual journey on "the King's highway" from the City of Destruction to the Celestial City.

Although it seems simple and straightforward, there are many deeper meanings throughout the whole story. Bunyan uses the names of his characters to symbolize what or whom the character represents in the story. (i.e. Hopeful represents hopefulness and Christian represents all young Christians who are beginning their walk with God.) The principal scenes of action represent the events and obstacles that challenge and test the faith of Christians throughout their pilgrimage to heaven.

The pilgrimage from the City of Destruction to Celestial City is one that every Christian must face in his lifetime before he enters heaven. Within Christian's pilgrimage, there are many obstacles, temptations, and challenges that he must face and overcome. He meets a variety of characters along the way, some who try to distract him and others who encourage him and help him

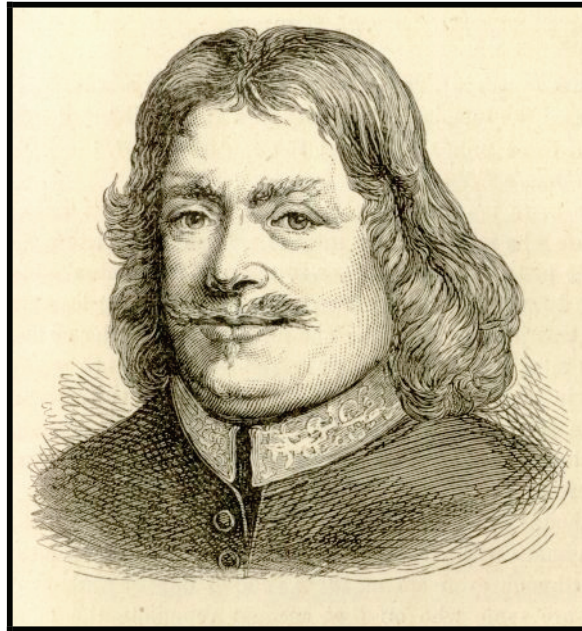
overcome the obstacles. Christian's pilgrimage is an inspiration to all Christians to "fight the good fight of faith and take hold of the eternal life to which we are called." (1 Timothy 6:12)

6. Distribute Coloring Page 1, "John Bunyan has a dream." Have the children color while you read them the biographic sketch of John Bunyan.

Stop to teach the principle of internal liberty in Christ (Isaiah 61:1; 2 Corinthians 3:17). Even though Bunyan was in prison, his heart and mind were not imprisoned or in chains. He enjoyed the liberty of his conscience and expressing his ideas as he wrote this allegory about the trials and tribulations of man's common experience of life!

7. Ask the Reason Questions and have the children respond orally.
8. Before completing the lesson, have children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

Biographical Sketch of John Bunyan



1628 – 1688

*“This hill, though high, I covet to ascend;
The difficulty will not me offend.
For I perceive the way to life lies here.
Come, pluck up, heart; let’s neither faint nor fear.
Better, though difficult, the right way to go,
Than wrong, though easy, where the end is woe.”*

– John Bunyan

John Bunyan is most widely known as the author of *Pilgrim’s Progress*, an allegory of a Christian’s spiritual walk in life. Bunyan’s books were extremely popular during his own lifetime in 17th century England and still are. Next to the Bible, *Pilgrim’s Progress* is the most popular book ever published. In fact, *Pilgrim’s Progress* has been translated into over 100 languages, and is read all over the world. Today, scholars are baffled how an uneducated English preacher came to write a masterpiece of world literature, but they do not comprehend that a strong relationship with Jesus Christ and knowledge of the Bible provide the best education one can receive.

John Bunyan was born in a little village near Bedford in the southwest of England in 1628. His father was a tinker who made and repaired metal household utensils. Father Bunyan did not make much money. His family was poor and sacrificed much to send young John to school so he could learn how to read and write. Bunyan tells us that at a very young age, however, he delighted in doing wrong, and that he had few equals for “swearing, lying, and blaspheming the holy name of God.” But even at this young age, he was terrified at night with visions of God’s last judgment. As he grew older, he sank deeper and deeper into sin.

When John was about sixteen years old, he joined the army and spent the next three years fighting in the English Civil War. After he left the army, he married. During his first years of marriage, he and his wife were “as poor as poor might be.” His wife encouraged him to think sincerely about the Christian faith. So, for about four years, Bunyan went through all kinds of spiritual doubts and struggles. Finally, he met a pastor who explained to him that God loved him and was willing to forgive all his sins. In the late 1640s, Bunyan accepted Jesus Christ as his Savior and Lord, which caused him to give up his ungodly ways and become a devoted student of the Bible.

Passionate about his relationship with Jesus Christ, Bunyan began preaching in the market, on the street, or any place where people would listen to him. People flocked to hear him preach, but the local government was not very happy about this, because he did not have a license to preach and they wanted to control what was being said about religion. Bunyan was locked up for twelve long years in a dark, smelly prison cell with only a hard wooden plank to sleep on. He could have been discouraged, but he wasn't. He was joyful because he was still free in his heart and mind to praise God and to meditate on God's Word and works.

After the twelve years were over, Bunyan was set free from prison. But because he started to preach again, they locked him right back up. This time he wrote one of the greatest books of all time – *Pilgrim's Progress*. He had a dream one night, which inspired him to write the story of a man just like himself whose spiritual pilgrimage brought him salvation through a personal relationship with Jesus Christ. After six months, he was released from jail and took his book to a printer to be published.

Even though he kept on preaching, he never returned to jail. By the end of the 1650s he was a popular preacher and a prolific writer, who used plain language to teach the theology of Martin Luther and John Calvin. Bunyan wrote many books over the years including his famous autobiography called *Grace Abounding*. He made money for his family by sewing shoestrings. He eventually became the pastor of a church in Bedford, wrote many more books, and enjoyed a large following until his death in 1688.

After 350 years, *Pilgrim's Progress* is considered a classic all around the world. Except for the Bible, it has been printed more than any other book in the English language. It is amazing that a man with very little education could write such a book! It shows us that God inspires and blesses the one who reads and meditates on His Word!

Psalm 1

1 Blessed is the man that walketh not in the counsel of the ungodly, nor standeth in the way of sinners, nor sitteth in the seat of the scornful.

2 But his delight is in the law of the Lord; and in his law doth he meditate day and night.

3 And he shall be like a tree planted by the rivers of water, that bringeth forth his fruit in his season; his leaf also shall not wither; and whatsoever he doeth shall prosper.

4 The ungodly are not so: but are like the chaff which the wind driveth away.

5 Therefore the ungodly shall not stand in the judgment, nor sinners in the congregation of the righteous.

6 For the Lord knoweth the way of the righteous: but the way of the ungodly shall perish.

[King James Version]

Pilgrim's Progress

by John Bunyan

*Blessed are those whose strength is in You,
who have set their hearts on pilgrimage ...
they go from strength to strength,
till each appears before God in Zion.
– Psalm 84:5 & 7*



Britt

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John Bunyan has a dream.

Pilgrim's Progress 2

Time: 40 minutes **Reading:** Chapter 1 **Review:** Bunyan's life; allegory as a genre of literature; definitions of "pilgrim" and "pilgrimage" **Goal:** Teach the children the meaning of allegory as a type of literature and how symbols are used in the story **Principle:** God used symbols, parables and allegories in His Word to both reveal and hide truth and spiritual reality. **Scripture:** Son of man, set forth an allegory and tell the house of Israel a parable (Ezekiel 17:2).

TEACHER

Vocabulary:

allegory (n.) A story in which people, things, and events have another meaning.

burden (n.) That which is carried with difficulty; that which is wearisome or oppressive.

evangelist (n.) One who preaches the Gospel.

guilt (n.) A feeling of responsibility or remorse for some offense, crime, or wrongdoing.

parable (n.) A short, allegorical story designed to illustrate or teach some truth, religious principle, or moral lesson. In Scripture, an illustration by comparison. (i.e. The Parable of the Sower uses the sowing of seed in various types of soil to relate the different conditions of man's heart when the Gospel is preached)

soul (n.) Internal, rational and immortal part of man which enables him to imagine, think, and reason and renders him a subject of moral government; "the seat of life."

symbol (n.) An object used to represent something abstract or spiritual in meaning. In Scripture, God uses the material or natural things He created to symbolize truth in His spiritual kingdom. (i.e. the lion is a symbol of courage; the lamb is a symbol of meekness.)

wicket gate, A small gate or door, especially one forming part of, or placed near, a larger door or gate.



Preparation to Teach:

1. This lesson is very important. Understanding the meanings of allegory and symbol is foundational to comprehending Christian's faith journey and the spiritual lessons found in Pilgrim's Progress. As the teacher, be certain you understand allegory as a genre or type of literature. Commit the time needed to teach the children what allegory and symbols are in literature and give them many examples. AMO's *Wellspring of Wonder*® stories are filled with symbols and biblical imagery. You can use some of the wooden story figures and objects as examples such as the purple underlay, slain Lamb, dove, Ark of the Covenant, etc.

STUDENT

Key Word:

symbol (n.) Something that represents or stands for another thing.

? Reason Questions:

1. What do the following symbolize: "the book" (*the Bible, God's Word*); "burden" (*unforgiven sin*); "Evangelist" (*the gospel or "good news"*).
2. Why was Christian so upset?
3. How did Christian come to realize his condition? What did he ask?
4. What kind of help did Christian receive?
5. Have you ever felt "a cloud on your soul" as Christian did? Describe.



Notebook Record:

1. Color Coloring Page 2, "Christian meets Evangelist."
2. Copy the City of Destruction notes onto your Settings Graphic Organizer.
3. Label your map.
4. File your papers in your binder.



Oral Work:

I set your instructions to music and sing them as I walk this pilgrim way. (Psalm 119:54, The Message)

Various symbols and biblical phrases from Bunyan's allegory are highlighted in each lesson plan for your reflection. AMO's lists are not exhaustive. You may find others to bring to the children's attention.

2. For this lesson, reread Chapter 1, "Christian leaves the City of Destruction."

Note: Bunyan did not write his book in chapters. We have chosen to put our readings into chapters with titles, so that whatever edition you are using with the children, you can follow the order of our lesson plans. If you are using an unedited version of *Pilgrim's Progress*, you will want to cut the readings to fit our 40-minute lesson plan content.

3. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Settings Graphic Organizer.
4. Gather all the resources needed for the lesson: the classic, the Student Vocabulary Card, *Wellspring of Wonder* story figures and objects, Coloring Page 2 "Christian meets Evangelist," student Maps, Settings Graphic Organizers, and "City of Destruction" and its label to tack on the large wall map.



Teaching Plan:

1. Distribute student binders and Coloring Page 2.
2. Review the life of John Bunyan; definitions of pilgrim, pilgrimage and allegory as a genre of literature. Bunyan used the everyday world of common experience as an allegory for the spiritual journey of the soul towards God and eternal life.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Teach the principle of this lesson and read the supporting Scripture to the children. God chose word symbols, imagery, parables and allegories both to reveal His mysteries, eternal purposes, and spiritual reality and to hide them from those who are not able to receive them. (Read Mark 4:1-12.) The method of teaching Jesus most often used was to tell parables. One of the most famous is the Parable of the Sower. (Matthew 13:1-18)

The Bible is filled with symbolic language, imagery, archetypes, and metaphors. It also holds the keys for interpreting its symbols. Bunyan was a student of the Bible and knew this. On the title page of his first edition of *Pilgrim's Progress*, Bunyan quoted Hosea 12:10, "I spoke to the prophets, gave them many visions and told parables through them."

Teach the children that in an allegory each part of the story has two meanings: one is obvious and easy to see, the other is hidden and has to be figured out. For example, in *Pilgrim's Progress*, Bunyan takes the two definitions of "pilgrimage" and makes them the two meanings of his allegory. The natural or

obvious meaning of “pilgrimage” is “a long journey to a place that is considered holy.” The hidden or symbolic meaning of “pilgrimage” is “the spiritual journey that a Christian experiences as he walks out his faith here on earth.”

A symbol is an object or sign, which stands for something else. It is a visible representation of something invisible, like an idea or a quality. Symbols always point beyond themselves to a deeper meaning.

5. Distribute Coloring Page 2. Have the children color while you read Chapter 1.
6. Ask the children to identify some of the symbols and their meanings as you read.
7. Ask the Reason Questions and have children respond orally.
8. Distribute individual Pilgrim Progress maps to the children. Select one of the children to tack “Celestial City” and its label onto the wall map. Then have them label this on their student maps.
9. Write the symbolism of the City of Destruction (found on the teacher’s completed Settings Graphic Organizer) on the chalkboard and have the children copy onto their Pilgrim’s Progress Settings Graphic Organizer.
10. Before completing the lesson, have children repeat the Student Oral Work.
11. You may end with a short prayer and blessing for the children.

Pilgrim's Progress Settings

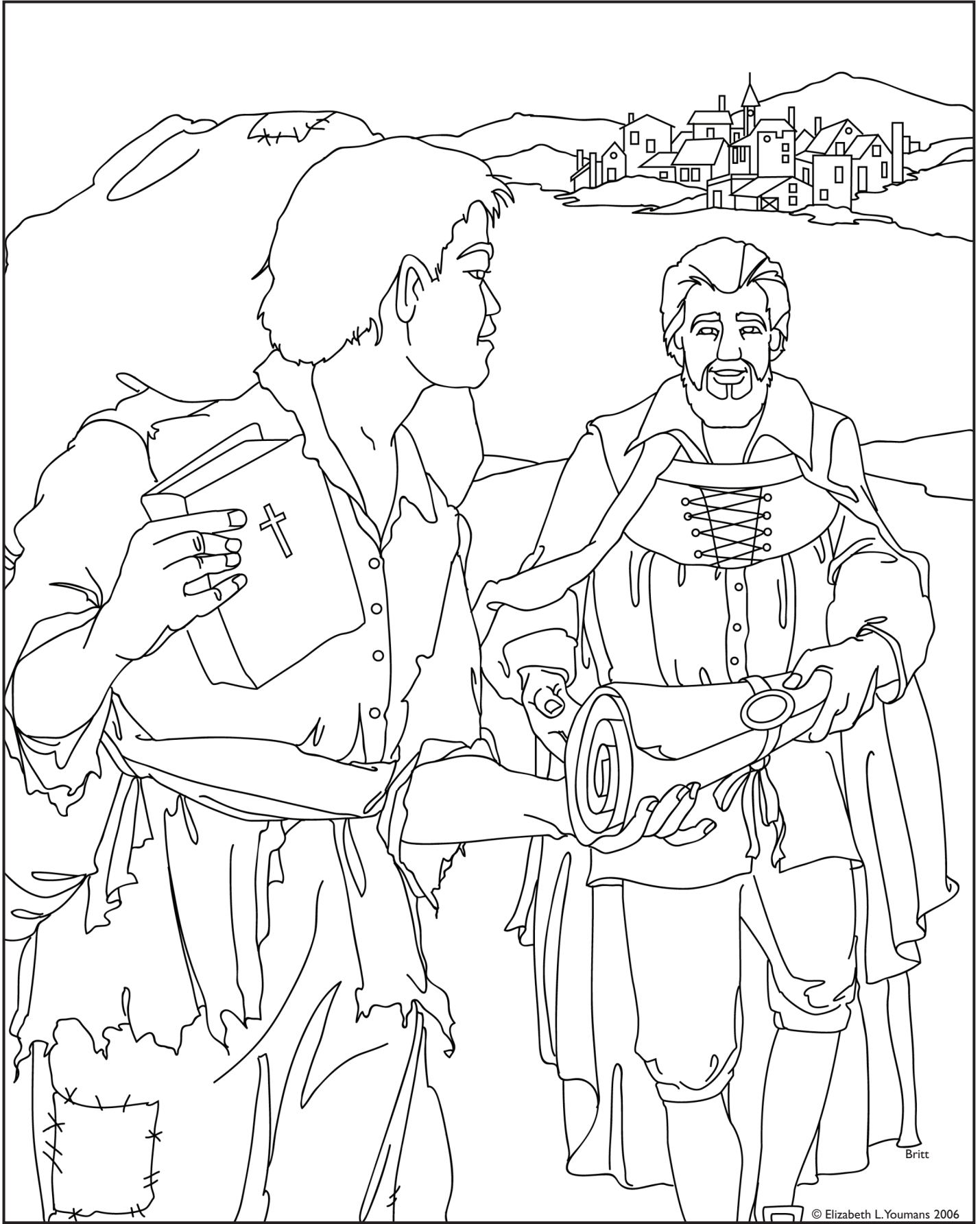
Setting	Represents or Symbolizes
City of Destruction	
Slough of Despond	
Morality Village	
Wicket Gate	
Mr. Interpreter's House	
The Cross	
The Tomb	
Hill of Difficulty	

Palace Beautiful	
Valley of Humiliation	
Valley of the Shadow Of Death	
Vanity Fair	
By-path Meadow	
Doubting Castle	
Delectable Mountains	
Land of Beulah	
Dark River	
Celestial City	



Pilgrim's Progress Map

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Christian meets Evangelist.

Pilgrim's Progress 3

Time: 40 minutes **Reading:** Chapter 2 **Review:** Definitions of allegory and symbol; meaning of Christian's burden; Evangelist's role **Goal:** Highlight that obstacles will come to those on the road to salvation **Principle:** In the fear of the Lord, there is strong confidence. **Scripture:** In the fear of the Lord, there is strong confidence, and His children will have refuge (Proverbs 14:26).

TEACHER

Vocabulary:

bliss (n.) A state of extreme happiness.

obstinate (adj.) 1) Stubbornly persistent in wrong doing; adhering to an idea or course of action; unreasonably determined to have one's own way. 2) Resistant to guidance or discipline.

pliable (adj.) 1) Easy to bend or mold; flexible. 2) Easily influenced or convinced.

scorn (v.) To look down upon with contempt or disdain; to laugh or make mockery of.



Preparation to Teach:

1. For this lesson, reread Chapter 2, "Pliable and Obstinate"
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Characters Graphic Organizer.
3. Gather all the resources needed for the lesson: the classic, the Student Vocabulary Card, and the Characters Graphic Organizers.



Teaching Plan:

1. Distribute student binders.
2. Review the definitions of allegory and symbol and their two levels of meaning. Discuss Christian's burden and the role of Evangelist.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
4. Connect the vocabulary word to the principle. Ask the children, "Why did Christian first want to leave the City of Destruction?" (He feared to die and sink to a place that burns with fire.) It's the wholesome fear of the Lord that gives Christian the confidence to keep on walking.

In the fear of the Lord is strong confidence: and his children shall have a place of refuge. The fear of the Lord is a fountain of life, to depart from the snares of death (Proverbs 14: 26-7).

STUDENT

Key Word:

fear (n.) 1) An alarm or dread that danger or evil is coming. 2) A holy awe of God and His laws that encourages one to obey.

Reason Questions:

1. What do the words "obstinate" and "pliable" mean?
2. How do they describe the character of the two men?
3. Why did Christian continue when his friends begged him to return to the City of Destruction? (*He feared returning to the City of Destruction more than the obstacles ahead.*)
4. Why did Obstinate turn back?



Notebook Record:

1. Continue coloring your unfinished coloring pages.
2. Copy the character notes onto your Characters Graphic Organizer.
3. File your papers in your binder.



Oral Work:

In the fear of the Lord there is strong confidence. (Proverbs 14:26)



Singing:

"I Have Decided to Follow Jesus"

5. Pliable and Obstinate are symbolic of the trials and obstacles that pilgrims must overcome with faith, courage and will on the road to eternal life.
6. Have the children continue to color their unfinished coloring pages while you read chapter 2.
7. Ask the Reason Questions and have the children respond orally.
8. Write the descriptions of Christian and Evangelist (found on the teacher's completed Characters Graphic Organizer) on the chalkboard and have the children copy onto their Pilgrim's Progress Characters Graphic Organizer.
9. Teach the children the first verse of the hymn: "I Have Decided to Follow Jesus" by William J. Reynolds. It has five verses:

Verse 1: I have decided to follow Jesus ...
No turning back no turning back.

Verse 2: Though I may wonder, I still will follow ...
No turning back no turning back.

Verse 3: Though none go with me, still I will follow ...
No turning back no turning back.

Verse 4: The world behind me, the cross before me ...
No turning back no turning back.

Verse 5: Will you decide now to follow Jesus ...
No turning back no turning back.

See these websites for the music:

- <http://www.pwarchive.com/song.aspx?SongID=2312&v=1>
- http://www.web-church.com/kids_christian_music/i_have_decided_to_follow_jesus.htm

You will spend the remainder of this unit teaching them the words.

10. You may end with a short prayer and blessing for the children.

Pilgrim's Progress Characters

Character	Represents or Symbolizes
Christian	
Evangelist	
Obstinate	
Pliable	
Mr. Worldly Wiseman	
Legality	
Good-will	
Interpreter	
Three Shining Ones	
Formalist and Hypocrisy	
Discretion, Prudence, Piety and Charity	

Apolloyon	
Faithful	
Talkative	
Lord Hate-good	
Hopeful	
Vain Confidence	
Giant Despair	
Knowledge, Experience, Watchful and Sincere	
Ignorance	
Flatterer	

Pilgrim's Progress 4

Time: 40 minutes **Reading:** Chapter 3 **Review:** The two types of fear; the trials and obstacles Christian met as he left home **Goal:** To describe heaven **Principle:** When a person first realizes how sinful his nature is, he becomes despondent. **Scripture:** All have sinned and fallen short of the glory of God (Romans 3:23).

TEACHER

Vocabulary:

convict (v.) To find or declare guilty; to convince.

despond (v.) To lose courage or hope; to become dejected.

everlasting (adj.) Eternal; forever; never coming to an end.

guilt (n.) A painful feeling of remorse from having done something wrong.

sin (n.) Any knowing or unknowing transgression of God's laws and commands; a wicked act, iniquity.

slough (n.) 1) A place filled with soft, deep mud. 2) A swamp, bog or quagmire.



Preparation to Teach:

1. For this lesson, reread Chapter 3, "Into the Slough of Despond." Also read Romans, chapters 3-8.
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Characters Graphic Organizer.
3. Gather all the resources needed for the lesson: the classic, the Student Vocabulary Card, Coloring Page 3, "Christian Sinks in the Slough of Despond," and "Slough of Despond" and its label for the wall map.



Teaching Plan:

1. Distribute student binders and Coloring Page 3.
2. Review the two types of fear; the trials and obstacles Christian met as he left home
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
4. Connect the vocabulary word to the principle. This chapter of *Pilgrim's Progress* contains the foundation for understanding the gospel. It pertains to the sin nature of mankind. In the history of man, Adam and Eve, our spiritual parents, sinned against God's command and

STUDENT



Key Word:

sin (v.) To disobey or disregard the laws of God.



Reason Questions:

1. What is another name for the everlasting kingdom that Christian described? Describe it.
2. Why did Christian's burden make him sink deeper into the Slough of Despond? What does this symbolize spiritually?
3. Why did Pliable turn back after he fell into the Slough? (Answer: Like Obstinate, he was expecting to enter Heaven without any troubles or faith.)
4. Describe a time when you lacked the courage to follow God. What would you do differently today if this happened?



Notebook Record:

1. Color Coloring Page 3, "Christian sinks in the Slough of Despond."
2. Copy the character notes onto your Characters Graphic Organizer.
3. File your papers in your binder.



Oral Work:

All have sinned and fallen short of the glory of God. (Romans 3:23)



Singing:

"I Have Decided to Follow Jesus"

were put out of the garden of Eden (Gen 3). When they sinned against God, their nature changed and became sinful.

This is the basic nature of every person on the earth, because as human beings, we are each a son or daughter of Adam and Eve.

Because each of us has this sinful nature, God, in His mercy and kindness, has provided a way for us to deal with it. We each must learn to repent of our sinful ways and receive His forgiveness through Jesus Christ. God is quick to forgive us our wrongdoings when we come to Him with godly repentance and ask for His forgiveness. (1 John 1:9)

Christian carried the Bible with him on his pilgrimage, and on Coloring Page 3, the Bible is symbolic of what caused his despondency. When read, the Word of God and His moral laws (such as the Ten Commandments) are what convict us that we are sinful by nature and need forgiveness and new life in Christ. This is what led Christian to search for the path that would lead him to salvation and life in the spirit.

5. Distribute Coloring Page 3. Have the children color while you read chapter 3.
6. Ask the Reason Questions and have the children respond orally.
7. Write the descriptions of Obstinate and Pliable (found on the teacher's completed Characters Graphic Organizer) on the chalkboard and have the children copy onto their Pilgrim's Progress Characters Graphic Organizer
8. Sing "I Have Decided to Follow Jesus."
9. You may end with a short prayer and blessing for the children.



Christian sinks in the Slough of Despond.

Pilgrim's Progress 5

Time: 40 minutes **Reading:** Chapter 4 **Review:** Man's basic fallen nature; conviction that comes with reading God's Word **Goal:** Have the children realize that God is more powerful than the power sin has on our lives **Principle:** God knows our every need and often sends help before we cry out. **Scripture:** Our soul waits for the Lord; He is our help and our shield (Psalm 33:20).

TEACHER



Vocabulary:

ashamed (adj.) Affected by shame or guilt of some wrong action.

filth (n.) Dirt; corruption; pollution; anything that tarnishes or defiles the moral character.

fool (n.) 1) A person who acts contrary to sound wisdom in his moral conduct. 2) One who enjoys temporary pleasures to the service of God and eternal happiness.

scum (n.) Low, worthless people.



Preparation to Teach:

1. For this lesson, reread Chapter 4, "Christian Escapes the Slough of Despond."
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Characters Graphic Organizer.
3. Gather all the resources needed for the lesson: the classic, the Student Vocabulary Card and the "Slough of Despond" and its label for the wall map.



Teaching Plan:

1. Distribute student binders.
2. Review the basic fallen nature of man; the conviction that comes with reading God's Word.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. There are two ways that God helped Christian out of the Slough of Despond: 1) He provided steps; 2) He sent an angel to help Christian up the steps. (Acts 7:35) God was there before Christian knew it and helped him out of the Slough, because his burden made it difficult to climb out. The Scriptures tell us that God is with us wherever we are and will help us overcome our trials and obstacles. (Hebrews 13:5) God is for us and wants us to overcome.

STUDENT



Key Word:

help (v.) To aid; to assist; to lend strength or means towards effecting a purpose.



Reason Questions:

1. What does the Slough of Despond symbolize? (Answer: The hopelessness we feel when we realize how sinful we are.)
2. What do the steps in the Slough of Despond symbolize? (Answer: God's provision for escape and deliverance.)
3. Why did Christian need help to get out of the Slough of Despond?
4. What happened to Pliable after he returned to the City of Destruction?



Notebook Record:

1. Continue coloring your map and coloring pages.
2. Copy the setting notes onto your Settings Graphic Organizer.
3. Label your map.
4. File your papers in your binder.



Oral Work:

My soul waits for the Lord. He is my help. (Psalm 33:22)



Singing:

"I Have Decided to Follow Jesus"

5. Read chapter 4, “Christian Escapes the Slough of Despond.”
6. Ask the Reason Questions and have the children respond orally.
7. Write the description of “Slough of Despond” (found on the teacher’s completed Settings Graphic Organizer) on the chalkboard and have the children copy onto their Settings Graphic Organizer.
8. Select one of the children to tack “Slough of Despond” and its label onto the wall map. Then have them label this on their Map.
9. Sing “I Have Decided to Follow Jesus.”
10. You may end with a short prayer and blessing for the children.

Pilgrim's Progress 6

Time: 40 minutes **Reading:** Chapter 5 **Review:** The symbolism of the Slough of Despond and how God helped Christian out of it **Goal:** Teach the children there are two kinds of wisdom: godly and worldly. **Principle:** All advice must be tested against God's Word to see if it be worldly or Godly wisdom. **Scriptures:** The Lord knows the reasoning of the wise, that they are useless. (1 Corinthians 3:20). The fear of the Lord is the beginning of wisdom (Proverbs 9:10).

TEACHER

Vocabulary:

advice (n.) An opinion or recommendation offered as a guide for making a decision, action or conduct.

legality (legalism) (n.) 1) Conformity to the law. 2) In theology, a reliance on works, rather than grace, for salvation in Jesus Christ. (*Ed. Salvation cannot be earned by doing good works, but is a free gift from God.*)

morality (n.) 1) Ethics; ideas and principles of right and wrong in conduct. 2) Virtuous conduct.

wisdom (n.) 1) The right use of knowledge; the choice of praiseworthy ends and God's ways to accomplish them. 2) In theology, godliness; the knowledge and fear of God.



Preparation to Teach:

1. For this lesson, reread Chapter 5, "Christian Meets Mr. Worldly Wiseman." Also read 1 Corinthians, chapters 2-3; James, chapters 3-4; and Romans, chapters 1-8.
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Characters Graphic Organizer.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card and Coloring Page 4 "Christian consults with Mr. Worldly Wiseman."



Teaching Plan:

1. Distribute student binders and Coloring Page 4.
2. Review the symbolism of the Slough of Despond and how God helped Christian out of it.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define "worldly wisdom" for the children. Connect the vocabulary word to the principle.
4. Read chapter 5, "Christian Meets Mr. Worldly Wiseman."
There are two kinds of wisdom: 1) Godly wisdom, that is found in God's Word and taught by His Spirit; and 2) human or worldly wisdom, that comes from natural man and is

STUDENT

Key Word:

worldly wisdom, Any idea that claims to give you a good life, but keeps you from God's will and ways.

? Reason Questions:

1. What is worldly wisdom? According to the Bible, from where does it come?
2. What advice did Mr. Worldly Wiseman give Christian? Was this good or bad advice? Why?
3. What did Mr. Worldly Wiseman say Mr. Legality could do for him?
4. Why do you think Christian followed the advice of Mr. Worldly Wiseman rather than that of Evangelist?
5. Describe a time you followed someone's bad advice. What were the consequences?



Notebook Record:

1. Color Coloring Page 4, "Christian consults Mr. Worldly Wiseman."
2. Copy the character notes onto your Characters Graphic Organizer.
3. Label your map.
4. File your papers in your binder.



Oral Work:

The fear of the Lord is the beginning of wisdom. (Proverbs 9:10)

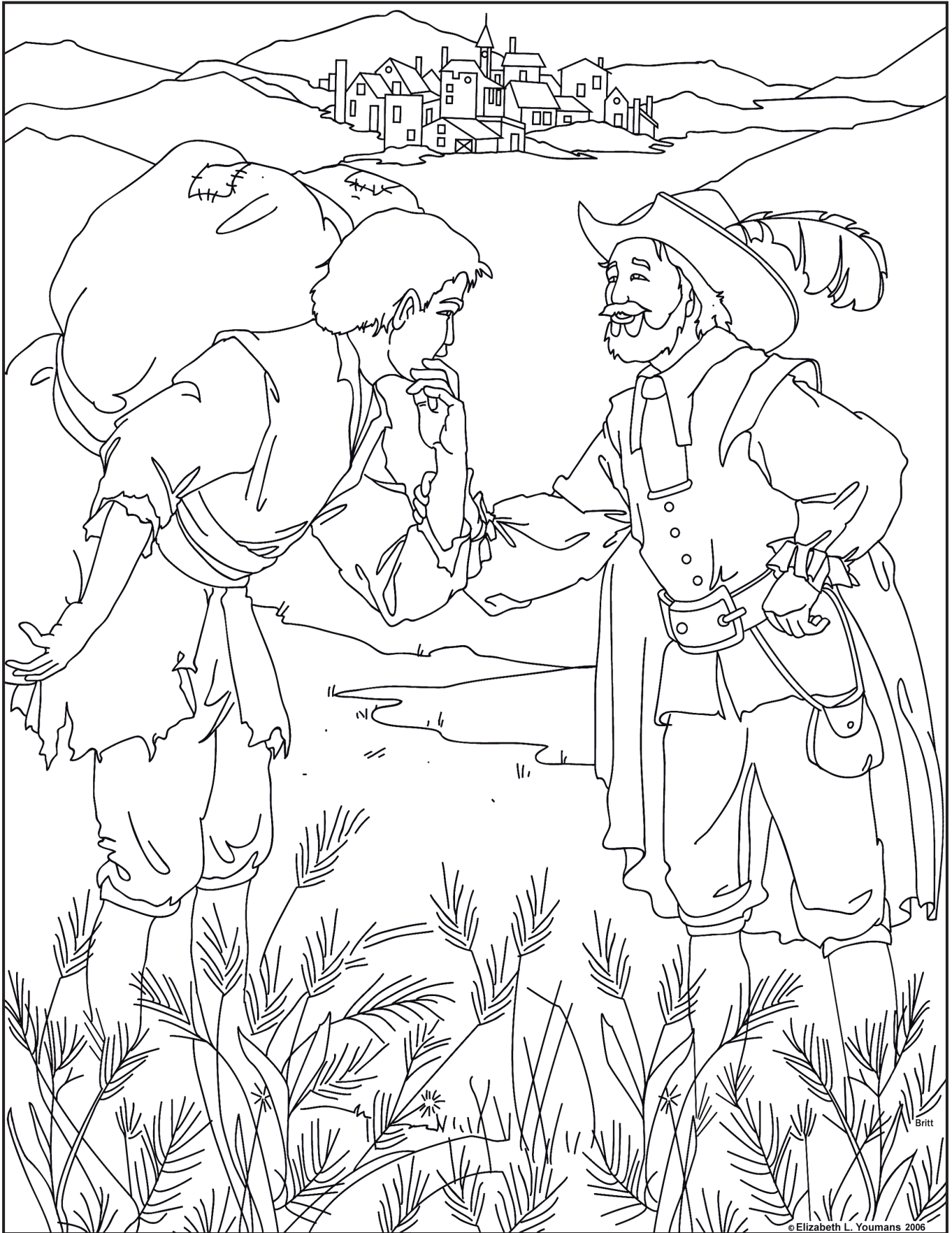
taught by the spirit of the world. Often this wisdom comes as advice from well-meaning individuals, but will lead us astray from God's will and His blessings.

I Corinthians 3:19 states, "*The wisdom of this world is foolishness in God's sight.*" In order to find out if a piece of advice is worldly wisdom, it is necessary to test it against the Word of God. James (the half-brother of Jesus) wrote, "*Whoever wishes to be a friend of the world makes himself an enemy of God*" (James 4:4).

5. Ask the Reason Questions and have the children respond orally.
6. Write the description of Mr. Worldly Wiseman and Legality (found on the teacher's completed Characters Graphic Organizer) on the chalkboard and have the children copy onto their Characters Graphic Organizer.
7. Sing "I Have Decided to Follow Jesus."
8. You may end with a short prayer and blessing for the children.

 **Singing:**

"I Have Decided to Follow Jesus"



Christian consults with Mr. Worldly Wiseman.

Pilgrim's Progress 7

Time: 40 minutes **Reading:** Chapter 6 **Review:** The two kinds of wisdom; the advice of Mr. Worldly Wiseman **Goal:** To highlight that no one can save himself by doing good works.

Principle: Man cannot be saved by keeping God's Law because man is sinful and cannot keep the whole Law.

Scripture: Man is justified by faith apart from works of the Law. (Romans 3: 28).

TEACHER

Vocabulary:

justify (v.) To pardon; to pronounce free from guilt or blame.

law (n.) A rule prescribed by the supreme power of a state to its subjects for regulating conduct or actions; The laws which enjoin the duties of piety and morality, prescribed by God and found in the Scriptures.

moral law (n.) A law which prescribes men's religious and social duties, or their duties to God and to each other. The moral law is contained in the Decalogue or Ten Commandments, written by the finger of God on two tables of stone, and delivered to Moses on Mount Sinai.

sin (v.) 1) To violate a law of God. 2) To depart voluntarily from the path of duty prescribed by God to man. 3) To violate the divine law, willfully or unknowingly; to violate any known rule of duty.

works (n.) Moral or righteous acts or deeds of the flesh often seen as legalistic.



Preparation to Teach:

1. For this lesson, reread Chapter 6, "Evangelist Scolds Christian" and Romans, chapters 2-8.
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Graphic Organizers.
3. Gather all the resources needed for the lesson: the classic, the Student Vocabulary Card, and the "Morality Village" and its label.



Teaching Plan:

1. Distribute student binders.
2. Review the two kinds of wisdom: natural and Godly; and the advice of Mr. Worldly Wiseman.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define it for the children. Connect the vocabulary word to the principle.

STUDENT

Key Word:

good (adj.) Having the moral qualities that God's Law requires.

Reason Questions:

1. What made Christian blush?
2. Why did Evangelist scold Christian?
3. Why did Evangelist call Legality and Worldly Wiseman "false guides"?
4. What did Evangelist encourage Christian to do?
5. Tell about a time in your life when you realized you could not do everything right.



Notebook Record:

1. Continue to color your coloring pages.
2. Copy the setting notes onto your Settings Graphic Organizer.
3. Label your map.
4. File your papers in your binder.



Oral Work:

I am free from guilt by faith in Christ.



Singing:

"I Have Decided to Follow Jesus"

4. Read chapter 6, “Evangelist Scolds Christian.”

This chapter contains a very important aspect of salvation. Many “good,” churchgoing people believe that if they keep God’s Law and do good works, they will enter heaven when they die. But God’s Word teaches that all of us are sons and daughters of Adam and Eve. We all have sinned and fall short of God’s glory. None of us can obey God’s Law perfectly. Only Jesus was able to obey the whole Law. Therefore, we all need to repent of our sins and receive forgiveness by asking Jesus Christ into our hearts as our Savior. We cannot earn our way into heaven. Salvation is a gift from God. We receive it by faith and confess with our mouths that Jesus Christ is our Savior and Lord. (Romans 10:9) This chapter in *Pilgrim’s Progress* tells us how the world sees good works and salvation. It is important to read and study God’s Word and follow the highway to life.

5. Ask the Reason Questions and have the children respond orally.
6. Write the description “Village of Morality” (found on the teacher’s completed Settings Graphic Organizer) on the chalkboard and have the children copy onto their Settings Graphic Organizer.
7. Select one of the children to tack “Village of Morality” and its label onto the wall map. Then have them label their maps.
8. Sing “I Have Decided to Follow Jesus”
9. You may end with a short prayer and blessing for the children.

Pilgrim's Progress 8

Time: 40 minutes

Reading: Chapter 7

Review: Salvation is a gift from God, not by man's

works **Goal:** To learn about the highway of life

Principle: Narrow is the gate that leads to

eternal life.

Scripture: Enter through the narrow gate. . . . For the gate is small and the way is narrow that leads to life, and there are few who find it (Matthew 7:13).

TEACHER



Vocabulary:

Beelzebub (n.) Satan; the devil; chief adversary of God.

deliverance (n.) The act of delivering or freeing one from restraint, captivity or peril; rescue.

Godspeed (n.) "God speed you" or "Have a successful journey!"

interpreter (n.) One who mediates between speakers of two different languages.

mercy (n.) 1) Unmerited favor. 2) Love and kindness towards the suffering, needy, or unrighteous.

Mount Zion, Originally referred to a specific mountain near Jerusalem. Today it refers to the new Jerusalem or heaven, the city of the great King. Psalm 48:2

wrath (n.) Violent anger aroused by a real or supposed wrong.



Preparation to Teach:

1. For this lesson, reread Chapter 7, "Through the Wicket Gate" and John chapter 10.
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Graphic Organizers.
3. Gather all the resources needed for the lesson: the classic, the Student Vocabulary Card, Coloring Page 5, "Christian Enters the Wicket Gate," and "Wicket Gate" and its label to tack on the wall map.



Teaching Plan:

1. Distribute student binders and Coloring Page 5.
2. Review the truth that salvation is a gift from God, not by man's good deeds.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define it for the children. Connect the vocabulary word to the principle by explaining that Good-will, the keeper of the Wicket Gate, symbolizes God's mercy to sinners because the Wicket Gate is the door to salvation. Jesus said, I am the door; if anyone enters through Me, he will be saved." (John 10:9.)

STUDENT



Key Word:

goodwill (n.) A cheerful attitude of kindness, mercy, and benevolence.



Reason Questions:

1. What does Good-will symbolize?
(Ans: God's mercy to give eternal life to the sinner who deserves death)
2. What does the Wicket Gate symbolize? What does it open up to reveal?
3. Who is Beelzebub?
4. Why are there darts lying near the Wicket Gate?
5. What did Good-will do for Christian?



Notebook Record:

1. Color Coloring Page 5, "Christian enters the Wicket Gate."
2. Copy the character notes onto your Characters Graphic Organizer.
3. Copy the setting notes onto your Settings Graphic Organizer.
4. Label your map.
5. File your papers in your binder.



Oral Work:

The gate is small and the way is narrow that leads to eternal life.



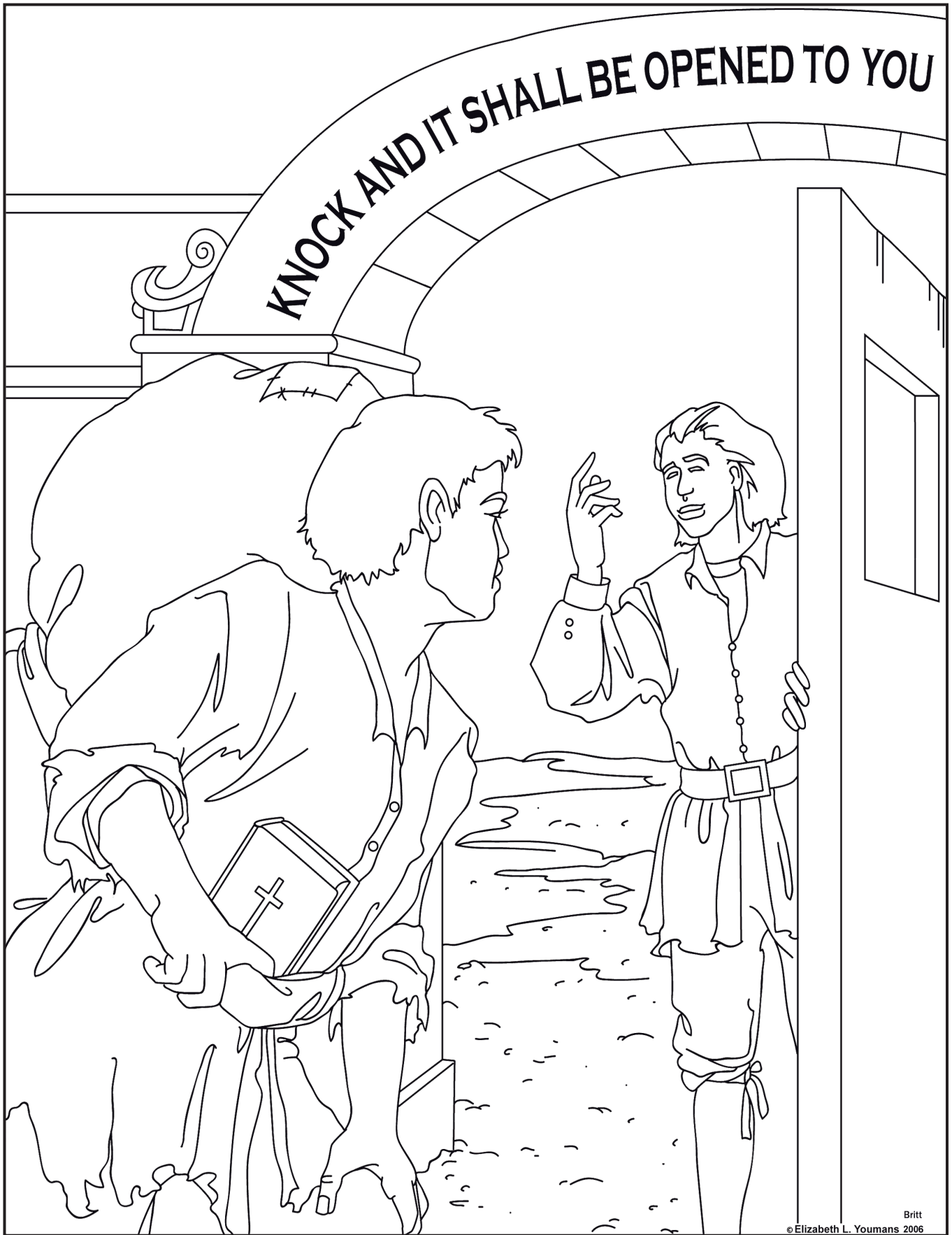
Singing:

"I Have Decided to Follow Jesus"

4. Read chapter 7, “Christian Enters the Wicket Gate.”

Bunyan used the teaching of Jesus about the narrow and wide gates, “*Enter through the narrow gate; for the gate is wide and the way is broad that leads to destruction, and there are many who enter through it.*” (Matthew 7:14) We learn that the easy path—the one without obstacles, the one that does not require faith and courage, the one recommended by Mr. Worldly Wiseman—leads to eternal death. The Wicket Gate opens the door to salvation and the pathway to eternal life.

5. Ask the Reason Questions and have the children respond orally.
6. Write the description of “Good-will” (found on the teacher’s completed Characters Graphic Organizer) on the chalkboard and have the children copy onto their Characters Graphic Organizer.
7. Write the description of “Wicket Gate” (found on the teacher’s completed Settings Graphic Organizer) on the chalkboard and have the children copy onto their Settings Graphic Organizer.
8. Select a child to tack “Wicket Gate” and its label on the wall map. Then have the children label their maps.
9. Sing “I Have Decided to Follow Jesus”
10. You may end with a short prayer and blessing for the children.



Britt
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Christian enters the Wicket Gate.

Pilgrim's Progress 9

Time: 40 minutes

Reading: Chapter 8

Review: The highway of life

Goal: To have

children understand the difference between serving the Law or walking by faith

Principle: God's

abundant grace provided forgiveness for sins for all who believe by faith through the shedding of Christ's blood

on the cross.

Scripture: But God, being rich in mercy, because of His great love with which He loved

us, even when we were dead in our transgressions, made us alive together with Christ (by grace you have been saved) (Ephesians 2:4-5).

TEACHER

Vocabulary:

faith (n.) 1) The assent of the mind to the truth of divine revelation on the authority of God's testimony. 2) "The assurance of things hoped for, the evidence of things not seen" (Hebrews 11: 1).

grave (adj.) Dignified; solemn and serious.

interpret (v.) 1) To explain the meaning of words to someone who does not understand them. 2) To explain the meaning of visions, dreams, or predictions. 3) To explain something not understood.

interpreter (n.) One who mediates between speakers of two different languages.

passion (n.) 1) Something that is desired intensely. 2) A strong, intense emotion that compels to action.

patience (n.) The act of calmly or contentedly waiting for something due or hoped for.

plead (v.) To appeal or earnestly request.

pout (v.) To display displeasure by making a sad face and sticking out your lower lip.



Preparation to Teach:

1. For this lesson, reread Chapter 8, "Christian Meets Interpreter." Read Romans chapters 3-5.
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Graphic Organizers.
3. Gather all the resources needed for the lesson: the classic, the Student Vocabulary Card and "Interpreter's House" and its label to tack on the wall map.



Teaching Plan:

1. Distribute student binders.

STUDENT

Key Word:

grace (n.) The free flow of God's abundant compassion, goodness and forgiveness.

Reason Questions:

1. Who does Interpreter represent?
2. What did Interpreter's dust illustration teach Christian about sin?
3. What did the sprinkling of water symbolize?
4. Which example best represents you, Patience or Passion?



Notebook Record:

1. Continue coloring your coloring pages.
2. Copy the character notes onto your Characters Graphic Organizer.
3. Copy the setting notes onto your Settings Graphic Organizer.
4. Label your map.
5. File your papers in your binder.



Oral Work:

It is by God's grace that I can be saved.



Singing:

"I Have Decided to Follow Jesus"

2. Review the symbolism of the Wicket Gate and why it's called the "narrow gate" in the Scriptures and the symbolism of Good-will.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define it for the children. Connect the vocabulary word to the principle.
4. Read chapter 8, "Christian Meets Interpreter."

Bunyan uses "Interpreter" to symbolize the Holy Spirit. Jesus said to His disciples, *"I will ask the Father and He will give you another Helper, that He may be with you forever, that is the Spirit of truth" (John 14:16-17a)* The Greek word for "Helper" in the New Testament is *paraclete*. It means to advise, exhort, comfort, strengthen, intercede and encourage. Those who receive Jesus Christ into their hearts by faith have the Holy Spirit abiding within. He becomes their advisor, guide, teacher and comforter.

5. Ask the Reason Questions and have the children respond orally.
6. Write the description of "Interpreter" (found on the teacher's completed Characters Graphic Organizer) on the chalkboard and have the children copy onto their Characters Graphic Organizer.
7. Write the description of "Interpreter's House" (found on the teacher's completed Settings Graphic Organizer) on the chalkboard and have the children copy onto their Settings Graphic Organizer.
8. Select a child to tack "Interpreter's House" and its label on the wall map. Then have the children label their maps.
9. Sing "I Have Decided to Follow Jesus"
10. You may end with a short prayer and blessing for the children.

Pilgrim's Progress 10

Time: 40 minutes **Reading:** Chapter 9 **Review:** The symbolism of Interpreter; the spirit of grace

Goal: To have children understand the difference between the letter of the Law and spirit of grace

Principle: Salvation cannot be earned; it is a gift available in Jesus Christ, who paid for our sins with the shedding of His blood on the cross.

Scripture: When you were dead in your sins . . . God made you alive with Christ. He forgave us all our sins, having cancelled the written code . . . that was against us and that stood opposed to us; he took it away nailing it to the cross (Colossians 2:13-14).

TEACHER

Vocabulary:

formalist (n.) One who performs all the outward practices of religion without having the inner spirit of worship. He knows the Gospel in his head but not in his heart.

hypocrisy (n.) Insincerity by pretending to have qualities or beliefs that you do not really have.

presumption (n.) 1) Unreasonable and arrogant confidence. 2) An assumption that is taken for granted.

seal (n.) Hot wax or an impression used to close and authenticate a document or a scroll.

shining ones, God's ministering angels.

simple (n.) A person lacking intelligence or common sense.

sloth (n.) Dislike of work; idleness; laziness.

vain glory, Empty pride; puffed up by one's own personal attainments or abilities.



Preparation to Teach:

1. For this lesson, reread Chapter 9, "Christian's Burden Rolls Away." Read Hebrews 10; 1 John 1:5-10; and John 10:1-18.
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Graphic Organizers.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, Coloring Page 6, "Christian's burden rolls away," "The Cross" and "The Tomb" and their labels to tack on the wall map.



Teaching Plan:

1. Distribute student binders and Coloring Page 6.
2. Review the symbolism of Mr. Interpreter, the meaning of grace and what it means to walk by faith.

STUDENT

Key Word:

salvation (n.) God's redemption of man from the bondage of sin and eternal death to everlasting life and happiness.

? Reason Questions:

1. Recalling what Christian's burden represents, what is the symbolism of the burden rolling into the tomb when Christian saw the cross?
2. Christian, who wore rags, also received new clothes. What does this symbolize?
3. What do the thieves and robbers represent?
4. Has there been a time in your life when it felt like a burden rolled off your back? Describe.



Notebook Record:

1. Color Coloring Page 6 "Christian's burden rolls away."
2. Copy the character notes onto your Characters Graphic Organizer.
3. Copy the setting notes onto your Settings Graphic Organizer.
4. Label your map.
5. File your papers in your binder.



Oral Work:

My soul shall rejoice in the Lord; it shall exult in His salvation. (Psalm 35:9)

3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define it for the children. Connect the vocabulary word to the principle.

4. Read chapter 9, "Christian's Burden Rolls Away."

In this chapter, Christian learns what the Gospel or the "Good News" is. He realizes that Christ has already paid the price for his sin with His shed blood on the cross. He no longer needs to feel guilty about his past sin. Read Colossians 2:13-14. God was preparing him to see this when Christian stayed at Interpreter's House. There, God's mercy and grace were carefully explained to him.

The symbolism of the tomb is that our sins are buried and forgotten forever by God when we confess them and ask His forgiveness. (1 John 1:9; Jeremiah 31:34; Hebrews 10:17) Also, the Bible tells us that when we are "born again," (John 3:16) we are sealed with the Holy Spirit for the day of redemption (Ephesians 4:30; Ephesians 1:13; 2 Corinthians 1:22)

Christian wore rags before his salvation. They symbolized the self-righteous, sinful deeds of natural man. After his experience at the cross, when the burden and guilt of his sin rolled away, he was given a new robe to wear, which symbolizes that he is clothed with the righteousness of Christ.

Now Joshua was clothed with filthy garments and standing before the angel. He spoke and said to those who were standing before him, saying, "Remove the filthy garments from him." Again he said to him, "See, I have taken your iniquity away from you and will clothe you with festal robes" (Zechariah 3:3-4)

I will rejoice greatly in the Lord, My soul will exult in my God; for He has clothed me with garments of salvation, He has wrapped me with a robe of righteousness (Isaiah 61:10).

Formalist and Hypocrisy symbolize the spirit of religion. Those who know what the Scripture says have a "head knowledge" of God, but their hearts are stony cold. (See Jeremiah 31.) They do good deeds outwardly but inwardly have not been "born again." (John 3:1-15) They have not received Jesus Christ into their hearts and confessed Him as Lord and Savior of their lives.

The Thieves and Robbers symbolize those that try to gain salvation other ways rather than coming through Jesus Christ. (John 10:8-14.) Bunyan is making the point that there is only one way into eternal life and it begins at the narrow gate and the cross.

5. Ask the Reason Questions and have the children respond orally.
6. Write the description of the "Three Shining Ones" and "Formalist and Hypocrisy" (found on the teacher's completed Characters Graphic Organizer) on the

Singing:

"I Have Decided to Follow Jesus"

chalkboard and have the children copy onto their Characters Graphic Organizer.

7. Write the description of “The Cross” (found on the teacher’s completed Settings Graphic Organizer) on the chalkboard and have the children copy onto their Settings Graphic Organizer.
8. Select a child to tack “The Cross,” and a child to tack “The Tomb” and their labels on the wall map. Then have them label these on their student maps.
9. Sing “I Have Decided to Follow Jesus”
10. You may end with a short prayer and blessing for the children.



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Christian's burden rolls away.

Pilgrim's Progress I I

Time: 40 minutes **Reading:** Chapter 10 **Review:** What happened at the cross; symbolism of the tomb and new clothes **Goal:** To introduce the concept of God testing the heart of the new believer
Principle: God tests His children in order for their faith to grow. **Scripture:** ... now for a little while you may have had to suffer grief in all kinds of trials. These have come so that your faith—of greater worth than gold, which perishes even though refined by fire—may be proved genuine and may result in praise, glory, and honor when Jesus Christ is revealed (1 Peter 1:6-7).

TEACHER

Vocabulary:

coward (n.) A person who needs courage to meet danger.

dread (n.) Fearful expectation or anticipation.

faith (n.) 1) Belief in the truth that is declared by another, resting on his authority without other evidence. 2) Evangelical or saving faith: The assent of the mind to the truth of divine revelation, on the authority of God's testimony, accompanied with the assent of the will; an entire confidence or trust in God's character and declarations, and in the character and doctrines of Christ, with an unreserved surrender of the will to His guidance, and dependence on His merits for salvation. In other words, that firm belief of God's testimony and the truth of the gospel, which influences the will and leads to an entire reliance on Christ for salvation. (*Webster's 1828 English Dictionary*)

mistrust (n.) Not trusting others; doubt about someone's honesty.

timorous (adj.) Afraid or fearful of danger; lacking courage; timid.

trial (n.) 1) An affliction or trouble. 2) The act of trying, testing or putting to the proof; a test of virtue.

vain (adj.) Having an exaggerated sense of self importance; characteristic of false pride.

watchful (adj.) Vigilant, attentive, careful to observe, cautious.



Preparation to Teach:

1. For this lesson, reread Chapter 10, "Christian's Faith Is Tested" and 1 Peter, chapter 1.
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Graphic Organizers.
3. Gather all the resources needed for the lesson: the classic, the Student Vocabulary Card, Coloring Page 7, "Christian meets Watchful," "Hill of Difficulty," and "Palace Beautiful" and their labels to tack on the wall map.

STUDENT

Key Word:

faith (n.) Belief in the truth of God's word and character and placing your entire confidence in Him.

Reason Questions:

1. How did Christian find his scroll?
2. Who built the Beautiful Palace? What does this tell us about God?
3. What did Christian not see at first about the lions outside?
4. What Bible character's faith was also tested by lions? How did God honor this faith?
5. Has your faith in God ever been tested by "lions?" Describe.



Notebook Record:

1. Color Coloring Page 7, "Christian meets Watchful."
2. Copy the setting notes onto your Settings Graphic Organizer.
3. Label your map.
4. File your papers in your binder.



Oral Work:

Trials come so that my faith may be proved genuine. (1 Peter 1:7)



Singing:

"I Have Decided to Follow Jesus"



Teaching Plan:

1. Distribute student binders and Coloring Page 7.
2. Review what happened to Christian at the cross and the symbolism of the tomb and new clothes.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define it for the children. Connect the vocabulary word to the principle.
4. Read chapter 10, “Christian’s Faith Is Tested.”

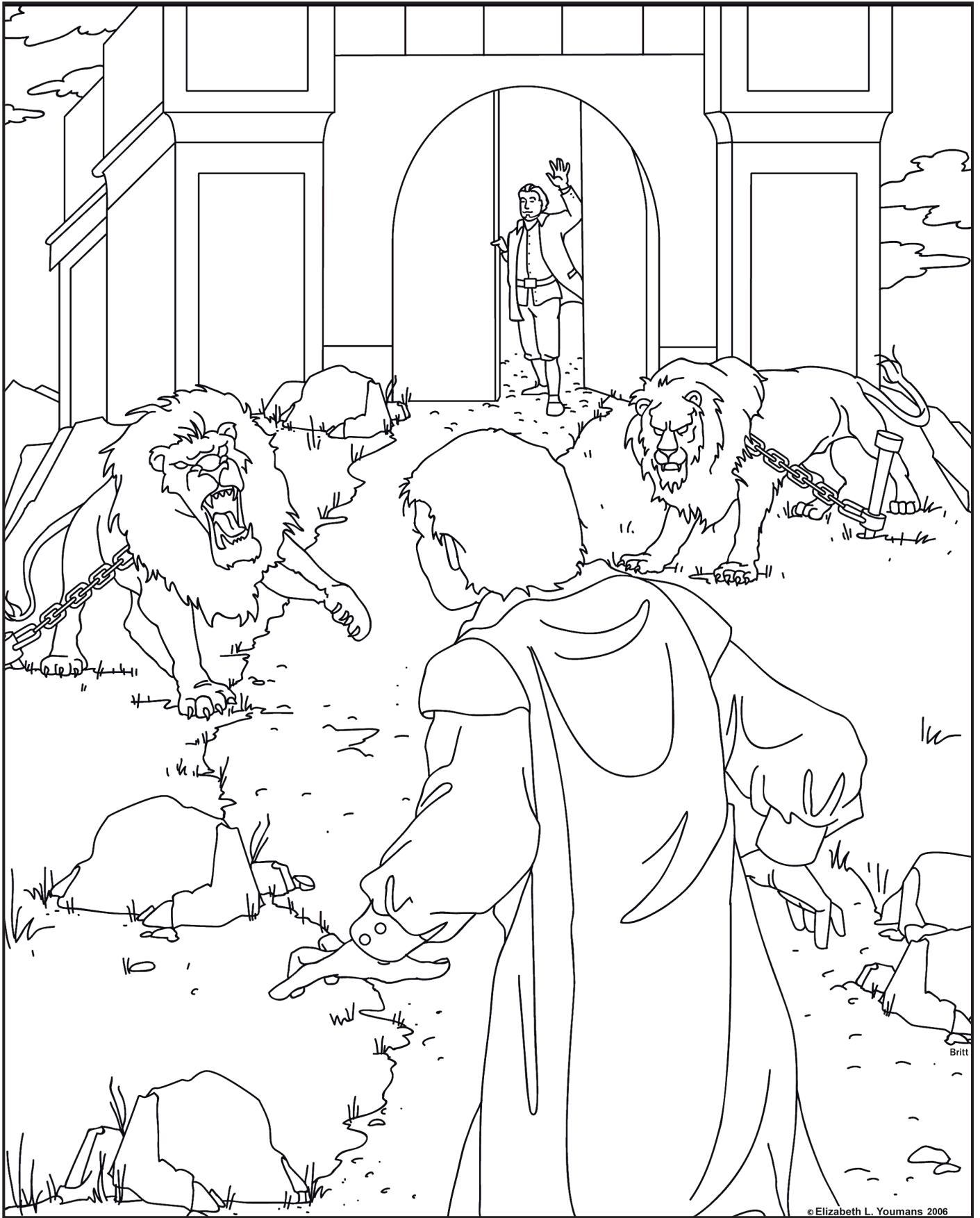
In this chapter, Bunyan introduces the obstacle of tests. God tests the hearts of new believers so their faith can grow stronger and stronger. He wants them to experience His presence, protection, guidance and deliverance.

Christian lost his scroll with the seal because he fell asleep and did not remain watchful.

Timorous and Mistrust symbolize the fearful spirit that comes to discourage those who are newly “born again” or saved from continuing on their pilgrimage.

Be of sober spirit, be on the alert. Your adversary, the devil, prowls around like a roaring lion, seeking someone to devour (1 Peter 5:8).

5. Ask the Reason Questions and have the children respond orally.
6. Write the descriptions of “The Tomb,” and “Hill of Difficulty,” (found on the teacher’s completed Settings Graphic Organizer) on the chalkboard and have the children copy onto their Settings Graphic Organizer.
7. Select a child to tack the “Hill of Difficulty” and a child to tack “Palace Beautiful” and their labels on the wall map.
8. Sing “I Have Decided to Follow Jesus”
9. You may end with a short prayer and blessing for the children.



Christian meets Watchful.

Pilgrim's Progress 12

Time: 40 minutes

Reading: Chapter 11

Review: The tests of faith

Goal: To introduce

children to the concept of spiritual warfare

Principle: The new Christian must learn to protect himself

against spiritual enemies.

Scripture: Put on the full armor of God (Ephesians 6:13).

TEACHER

Vocabulary:

charity (n.) 1) Love, goodwill, benevolence. 2) Liberality in gifts to the poor to relieve them in distress. 3) Any act of kindness.

delectable (adj.) Highly pleasing; delightful to the sense of taste.

discretion (n.) 1) Cautious discernment and wise management. 2) The trait of judging wisely and objectively.

humiliation (n.) A lack of false pride and arrogance; a modest estimate of one's own worth. In theology, a lowliness of mind.

Immanuel (n.) One of Jesus' names that means "God with us." See Matthew 1:23.

peace (n.) 1) A state of quiet or calm. 2) Freedom from disturbance, fighting and unrest.

piety (n.) Respect for and reverence of God and love of His character.

prudence (n.) Wisdom and discernment applied to accomplish a valuable purpose.



Preparation to Teach:

1. For this lesson, reread Chapter 11, "Christian Is Equipped for His Journey," 2 Corinthians 10:3-7 and Ephesians 6:10-18.
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Graphic Organizers.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, "Valley of Humiliation" and its label to tack on the wall map.



Teaching Plan:

1. Distribute student binders.
2. Review the purpose of God's tests; how faith grows in the new believer.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define it for the children. Connect the vocabulary word to the principle.

STUDENT

Key Word:

protect (v.) To cover or shield from danger; to defend, guard and preserve in safety.

Reason Questions:

1. Who built the Beautiful Palace? Why did he build it?
2. Why wasn't Christian's family with him on his pilgrimage?
3. Why did the sisters say Christian needed to see all the interesting things in Palace Beautiful?
4. How did they equip him for his journey?
5. What would Christian see in Immanuel's Land?



Notebook Record:

1. Continue coloring your unfinished coloring pages.
2. Copy the setting notes onto your Settings Graphic Organizer.
3. Label your map.
4. File your papers in your binder.



Oral Work:

I will daily put on the full armor of God. (Ephesians 6:13)



Singing:

"I Have Decided to Follow Jesus"

4. Read chapter 11, “Christian Is Equipped for His Journey.”

In this chapter, Christian is prepared for the spiritual warfare that surely will beset him soon. Every new Christian needs a mature Christian to teach him that his pilgrimage on earth will have many spiritual battles and to help him be equipped for them.

For though we walk in the flesh, we do not war according to the flesh, for the weapons of our warfare are not of the flesh, but divinely powerful for the destruction of fortresses (2 Corinthians 10:3-4).

The Apostle Paul describes the weapons and equipment that God has given us:

Put on the full armor of God, so that you will be able to stand firm against the schemes of the devil. For our struggle is not against flesh and blood, but against the rulers, against the powers, against the world forces of this darkness, against the spiritual forces of wickedness in the heavenly places. Therefore, take up the full armor of God, so that you will be able to resist in the evil day, and having done everything, to stand firm. Stand firm therefore, having girded your loins with truth, and having put on the breastplate of righteousness, and having shod your feet with the preparation of the gospel; in addition to all, taking up the shield of faith with which you will be able to extinguish all the flaming arrows of the evil one. And take the helmet of salvation, and the sword of the Spirit, which is the word of God (Ephesians 6:11-17).

5. Ask the Reason Questions and have the children respond orally.
6. Write the descriptions of “Palace Beautiful” and “Valley of Humiliation” (found on the teacher’s completed Settings Graphic Organizer) on the chalkboard and have the children copy onto their Settings Graphic Organizer.
7. Select a child to tack the “Valley of Humiliation” and its label on the wall map.
8. Sing “I Have Decided to Follow Jesus”
9. You may end with a short prayer and blessing for the children.

Pilgrim's Progress 13

Time: 40 minutes **Reading:** Chapter 12 **Review:** Christian's preparation of wage spiritual warfare **Goal:** To have the children understand that God is with the Christian in warfare

Principle: Satan wants to rule over everyone, but the Christian must be loyal to Jesus and follow Him.

Scripture: No one can serve two masters. Either he will hate the one and love the other, or he will be devoted to the one and despise the other (Matthew 6:24).

TEACHER

Vocabulary:

Apollyon (n.) A Greek name meaning "the destroyer" or the angel of the bottomless pit. (In Hebrew *Abaddon*) Revelation 9:11; a name for the devil.

King of kings (n.) One of Jesus Christ's titles.

scorn (n.) The disdain which springs from the opinion of the unworthiness of an object or person.

vow (n.) A promise; a solemn pledge to someone to do something or behave in a certain way.



Preparation to Teach:

1. For this lesson, reread Chapter 12, "Christian Battles Apollyon," 2 Corinthians 10:3-7, and Ephesians 6:10-18.
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Graphic Organizers.
3. Gather all the resources needed for the lesson: the classic, the Student Vocabulary Card and Coloring Page 8, "Christian battles Apollyon."



Teaching Plan:

1. Distribute student binders and Coloring Page 8.
2. Review how Christian was prepared for spiritual warfare.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define it for the children. Connect the vocabulary word to the principle.
4. Read chapter 12, "Christian Battles Apollyon."

In this chapter, Christian has his first spiritual battle. The Bible teaches us that the devil is the enemy of the believer. He is described as "a murderer and a liar" (John 8:44). He comes to the new Christian to try to get him to return to his old life and continue serving him. In the Parable of the Sower, Jesus taught that the seed was the Word of God and "those beside the road are those who have heard [the Word];

STUDENT

Key Word:

loyal (adj.) To be unwavering in devotion to a friend or vow or cause.

Reason Questions:

1. Who does Apollyon represent?
2. Why did Apollyon claim to be Christian's master?
3. What did Apollyon promise to give Christian if he returned to the City of Destruction?
4. Where did Christian suffer wounds? How were they healed?



Notebook Record:

1. Color Coloring Page 8, "Christian battles Apollyon."
2. Copy the character notes onto your Characters Graphic Organizer.
3. File your papers in your binder.



Oral Work:

The Lord is my strength and my shield.
My heart trusts in Him, and I am helped.
(Psalm 28:7)



Singing:

"I Have Decided to Follow Jesus"

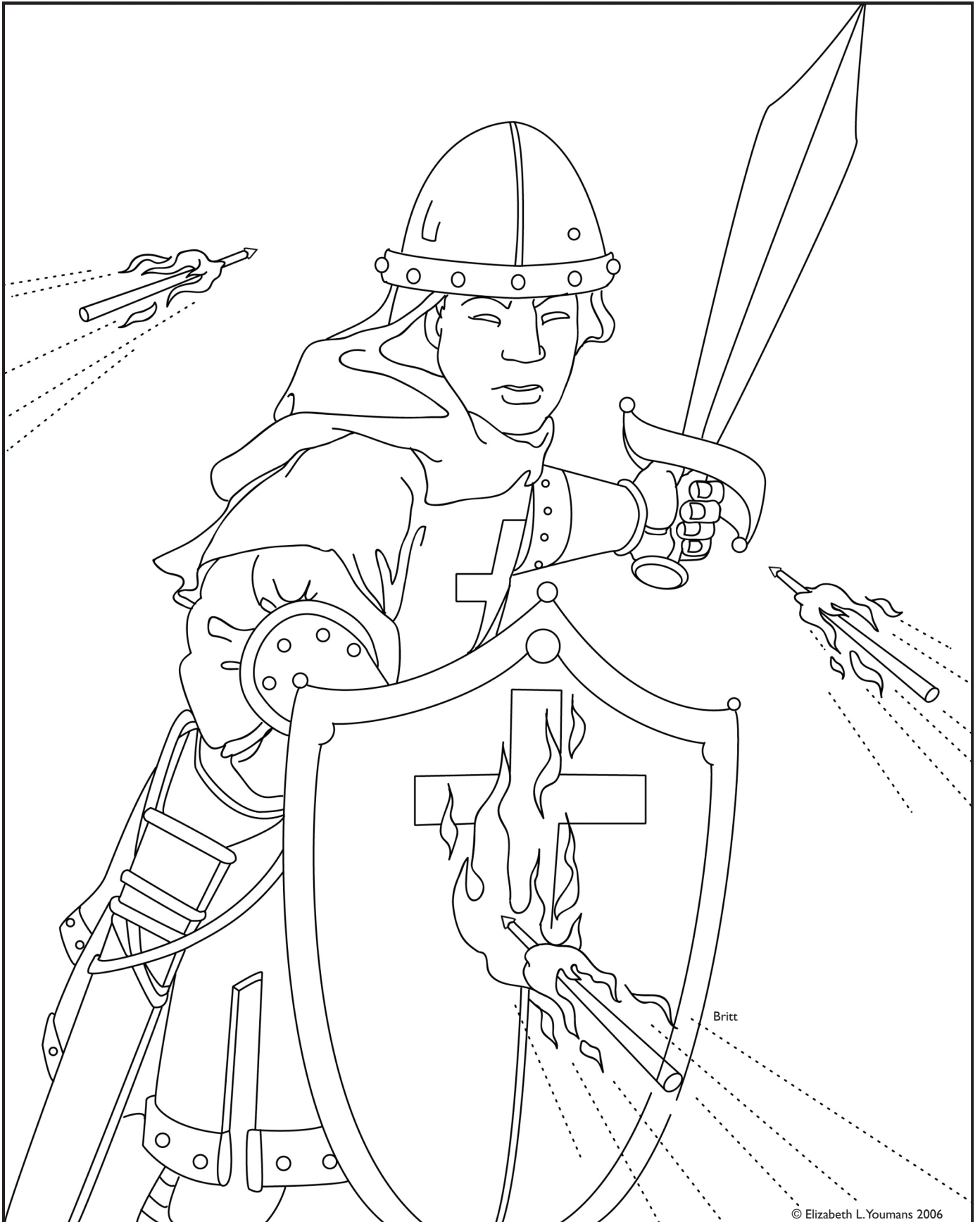
then the devil comes and takes away the word from their heart, so that they will not believe and be saved” (Luke 8:12).

This is what has happened to Christian in the Valley of Humiliation. The devil came to steal away his salvation, but Christian remained true to his vow to the King of kings and courageously waged the battle. God requires that we also wage the battles of life, and He promises that He will be our shield and our defender.

The Lord is my strength and my shield; my heart trusts in Him, and I am helped; therefore my heart exults, and with my song I shall thank Him (Psalm 28:7).

Bunyan used the reference in Revelation 22:2 to the tree of life in heaven and its leaves which are for the healing of the nations.

5. Ask the Reason Questions and have the children respond orally.
6. Write the descriptions of “Discretion, Prudence, Piety and Charity” and “Apollyon” (found on the teacher’s completed Characters Graphic Organizer) on the chalkboard and have the children copy onto their Characters Graphic Organizer.
7. Sing “I Have Decided to Follow Jesus”
8. You may end with a short prayer and blessing for the children.



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Christian encounters Apollyon.

Pilgrim's Progress 14

Time: 40 minutes **Reading:** Chapter 13 **Review:** The ways of the devil; spiritual warfare

Goal: Teach the power of prayer in difficult situations. **Principle:** One of the greatest weapons a

Christian has available is the power of prayer. **Scripture:** And all things you ask in prayer, believing, you will receive (Matthew 21:22).

TEACHER

Vocabulary:

grief (n.) Something that causes great unhappiness or sorrow.

prayer (n.) 1) In a general sense, the act of earnestly asking God for a favor. 2) In worship, a solemn address to God consisting of *adoration*, or an expression of our sense of God's glorious perfections, *confession* of our sins, *supplication* for mercy and forgiveness, *intercession* for blessings on others, and *thanksgiving* or an expression of gratitude to God for his mercies and benefits. (Webster's 1828 Dictionary)

quicksand (n.) 1) A bed of loose sand saturated with water and having considerable depth, that yields under weight and sucks down any object resting on its surface. 2) A treacherous situation that tends to entrap and destroy.

reassurance (n.) The act of restoring confidence.

Preparation to Teach:

1. For this lesson, reread Chapter 13, "In the Valley of the Shadow of Death."
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Graphic Organizers.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, "Valley of the Shadow of Death" and its label to tack on the wall map.

Teaching Plan:

1. Distribute student binders.
2. Review the ways of Satan; spiritual warfare and the armor of God from Ephesians 6.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define it for the children. Connect the vocabulary word to the principle.
4. Read chapter 13, "In the Valley of the Shadow of Death."

In this chapter, Bunyan writes about the difficulties of walking through the Valley of the Shadow of Death to self and natural man's way of solving problems.

STUDENT

Key Word:

prayer (n.) A way of speaking with God to praise, thank or request of Him forgiveness, help or provision.

Reason Questions:

1. What weapon did Christian use to help him through the Valley of the Shadow of Death?
2. What is prayer?
3. God waits for us to talk to Him and tell Him our problems. What are some of the things that you could pray about with God?
4. What else did Christian do to wage the battle against fear? (He confessed God's promises out loud.)
5. After his experience in the Valley, what friend did Christian meet on the road?

Notebook Record:

1. Continue coloring your unfinished coloring pages.
2. Copy the setting notes onto your Settings Graphic Organizer.
3. Label your map.
4. File your papers in your binder.

Oral Work:

Though I walk through the valley of the shadow of death, I fear no evil, for You are with me. (Psalm 23:4)

Jesus taught that to walk the Christian life, one must die to self and human wisdom:

And he who does not take his cross and follow after Me is not worthy of Me. He who has found his life will lose it, and he who has lost his life for My sake will find it (Matthew 10:38-39).

This is a difficult path because the natural man is sinful, loves himself before God and puts himself before others. The Lord has made great provision for those who choose the harder, more narrow path:

Blessed are those whose strength is in You, who have set their hearts on pilgrimage. . . They go from strength to strength, till each appears before God in Zion (Psalm 84:5 & 7).

5. Ask the Reason Questions and have the children respond orally.
6. Write the description of the “Valley of the Shadow of Death” (found on the teacher’s completed Settings Graphic Organizer) on the chalkboard and have the children copy onto their Settings Graphic Organizer.
7. Select a child to tack the “Valley of the Shadow of Death” and its label on the wall map.
8. Sing “I Have Decided to Follow Jesus”
9. You may end with a short prayer and blessing for the children.

 **Singing:**

“I Have Decided to Follow Jesus”

Pilgrim's Progress 15

Time: 40 minutes **Reading:** Chapter 14 **Review:** The power of prayer **Goal:** To bring understanding about the words and deeds of a true Christian **Principle:** Actions speak louder than words. **Scripture:** Little children, let us not love with word or with tongue, but in deed and truth (1 John 3:18).

TEACHER

Vocabulary:

companion (n.) 1) A person who is frequently in the company of another. 2) A traveler who accompanies you.

discourse (v.) To talk formally about a topic.

good riddance, (*Idiom*) A welcome relief or deliverance from something.

loiter (v.) To move in a slow, idle manner, making purposeless stops in the course of a journey.

morals (n.) Conduct; behavior; course of life, in regard to good and evil.

prate (v.) To talk incessantly, idly or foolishly.



Preparation to Teach:

1. For this lesson, reread Chapter 14, "Faithful and Christian Meet Talkative."
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Graphic Organizers.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and "Vanity Fair" and its label to tack on the wall map.



Teaching Plan:

1. Distribute student binders.
2. Review the power of prayer; prayer as a spiritual weapon.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define it for the children. Connect the vocabulary word to the principle.

In this chapter, Christian and Faithful meet Talkative. He represents the hypocrite, who is always bragging about his accomplishments or talking about religious principles. His speech is smooth and it often deceives others, unless they have a discerning spirit to see through his way. Jesus had a great deal to say to the hypocrites of His day:

STUDENT

Key Word:

hypocrite (n.) A person who professes beliefs and opinions that he does not hold.

? Reason Questions:

1. Who is Mr. Talkative? What does he represent?
2. What gave Talkative away? (*Answer: Christian knew him, and his words did not line up with his actions and reputation in the City of Destruction.*)
3. Why is it important to represent yourself honestly with others?



Notebook Record:

1. Continue coloring your unfinished coloring pages.
2. Copy the character notes onto your Character Graphic Organizer.
3. File your papers in your binder.



Oral Work:

May my actions always speak louder than my words.



Singing:

"I Have Decided to Follow Jesus"

And He said to them, “Rightly did Isaiah prophesy of you hypocrites, as it is written: ‘THIS PEOPLE HONORS ME WITH THEIR LIPS, BUT THEIR HEART IS FAR AWAY FROM ME’” (Mark 7:6).

“Woe to you, scribes and Pharisees, hypocrites, because you travel around on sea and land to make one proselyte; and when he becomes one, you make him twice as much a son of hell as yourselves (Mt 23:15).

Bunyan points out through Faithful’s questions to Talkative, that the true Christian is one whose deeds speak for him.

The voice of a fool comes through many words (Ec 5:3).

When there are many words, transgression is unavoidable (Prov 10:19).

But prove yourselves doers of the word, and not merely hearers who delude themselves (James 1:22).

4. Read chapter 14, “Faithful and Christian Meet Talkative.”
5. Ask the Reason Questions and have the children respond orally.
6. Write the descriptions of “Faithful and “Talkative” (found on the teacher’s completed Characters Graphic Organizer) on the chalkboard and have the children copy onto their Characters Graphic Organizer.
7. Sing “I Have Decided to Follow Jesus”
8. You may end with a short prayer and blessing for the children.

Pilgrim's Progress 16

Time: 40 minutes

Reading: Chapter 15

Review: Actions speak louder than words

Goal: To introduce the children to the spirit of the world's system God and His truth, and He will provide all that you need on earth. and His righteousness, and all these things will be given to you as well

Principle: Seek first the kingdom of
Scripture: But seek first His kingdom (Matthew 6:33).

TEACHER

Vocabulary:

barker (n.) Someone who gives a loud colorful sales talk to potential customers.

Beelzebub (n.) Satan; the devil (Luke 11:17); chief adversary of God.

gaudy (adj.) Especially showy (used of clothing).

hawkers (n.) One who travels about selling his wares.

implacable (adj.) Not to be appeased or quieted.

magistrate (n.) A public official authorized to decide questions brought before a court of justice.

mock (v.) To ridicule or treat with contempt.

rogue (n.) A deceitful and unreliable scoundrel.



Preparation to Teach:

1. For this lesson, reread Chapter 15, "Faithful and Christian in Vanity."
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Graphic Organizers.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, Coloring Page 9, "Faithful and Christian at Vanity Fair," "Vanity Fair" and its label to tack on the wall map.



Teaching Plan:

1. Distribute student binders and Coloring Page 9.
2. Review actions speak louder than words,
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define it for the children. Connect the vocabulary word to the principle.
4. Read chapter 15, "Faithful and Christian in Vanity."

Until Faithful came into Christian's life, Christian had faced all his hardships and tests alone. In this chapter, the two enter the town of Vanity and attend Vanity Fair, so named because

STUDENT

Key Word:

vanity (n.) 1) Empty pleasure; fruitless desire. 2) Worthlessness; emptiness; untruth.

Reason Questions:

1. What does Bunyan's Vanity Fair symbolize?
2. Describe a time you wished for wealth and riches. What does God's Word say about this?
3. What did Christian and Faithful say they would like to buy?
4. What did the residents of Vanity think of Faithful and Christian?



Notebook Record:

1. Color Coloring Page 9, "Faithful and Christian at Vanity Fair."
2. Copy the setting notes onto your Setting Graphic Organizer.
3. Label your map.
4. File your papers in your binder.



Oral Work:

I will seek first God's kingdom and His righteousness. (Matthew 6:33)



Singing:

"I Have Decided to Follow Jesus"

merchandise, kingdoms, pleasures and delights are bought and sold all year round there.

The prince of Vanity is Beelzebub, another name for Satan (Lu 11:18). Bunyan describes the spirit of vanity in the world's system, which is under the power of Satan. When Christian and Faithful were approached by those selling their goods, they responded, "We buy the truth." This agitated the people of Vanity, because they operated in a corrupt system and were focused on pursuing earthly possessions. Christian and Faithful were seeking truth and those things that have eternal value.

Bunyan points to the futility of pursuing material possessions, riches, and carnal lusts because they have no eternal value. Wealthy King Solomon noted the same:

"I have seen all the works which have been done under the sun, and behold, all is vanity and striving after wind" (Ec 1:14).

You will want to discuss this foundational principle with the children. Most believe that having material wealth and status provide inner peace and fulfillment. God has not created us in this manner. Jesus taught His disciples:

For what does it profit a man to gain the whole world, and forfeit his soul? (Mark 8:36).

So do not worry, saying, "What shall we eat?" or "What shall we drink?" or "What shall we wear?" For the pagans run after all these things, and your heavenly Father knows that you need them. But seek first his kingdom and his righteousness, and all these things will be given to you as well (Mt 6:31-33).

When we seek after truth, we will reap eternal rewards. It is not vanity. It nurtures our inner man and causes us to grow spiritually in our relationship with God.

5. Ask the Reason Questions and have the children respond orally.
6. Write the description of "Vanity Fair" (found on the teacher's completed Settings Graphic Organizer) on the chalkboard and have the children copy onto their Settings Graphic Organizer.
7. Select a child to tack "Vanity Fair" and its label on the wall map. Have the children label this on their maps.
8. Sing "I Have Decided to Follow Jesus."
9. You may end with a short prayer and blessing for the children.



Faithful and Christian at Vanity Fair.

Pilgrim's Progress 17

Time: 40 minutes **Reading:** Chapter 16 **Review:** The futility of pursuing the world's riches

Goal: To teach children persecution **Principle:** Christians are often persecuted by those who hate

truth. **Scripture:** Jesus said, "Remember these words that I spoke to you: No servant is greater than his master. If they persecuted Me, they will persecute you also" (John 15:20).

TEACHER

Vocabulary:

enmity (n.) A feeling of deep-seated hatred.

envy (n.) A feeling of pain, uneasiness or ill will because of the superiority or success of another.

futile (adj.) Of no effect, weight or importance.

jury (n.) A group of people who decide the outcome of a trial.

malice (n.) The desire to inflict injury, harm, or suffering on another; deep-seated meanness.

meek (adj.) Mild of temper; not easily provoked.

pickthank (n.) A flatterer; a person who seeks favor by flattery or gossip.

superstition (n.) Any irrational belief based on fear or ignorance.

witness (n.) 1) Someone who sees an event and reports what happened. 2) A person who testifies under oath in a court of law.



Preparation to Teach:

1. For this lesson, reread Chapter 16, "The Pilgrims In Court on Trial."
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Graphic Organizers.
3. Gather all the resources needed for the lesson: the classic and the Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. The futility of pursuing the world's riches; vanity
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define it for the children. Explain that in this chapter, the word 'persecute' is not used, however, Faithful and Christian were both persecuted for their faith in Vanity Fair. Connect the vocabulary word to the principle.
4. Read chapter 16, "In Court on Trial."

STUDENT

Key Word:

persecute (v.) To harass, injure, or kill someone because of his religious beliefs or lifestyle.

Reason Questions:

1. What were the charges brought against Christian and Faithful in court?
2. Were the jury and judge fair and just? Explain your answer.
3. How does the world generally respond to truth?



Notebook Record:

1. Continue coloring your unfinished coloring pages.
2. Copy the character notes onto your Character Graphic Organizer.
3. File your papers in your binder.



Oral Work:

I will love my enemies and pray for those who persecute me. (Matthew 5:44)



Singing:

"I Have Decided to Follow Jesus"

Bunyan describes what it is like to be a Christian and be persecuted for your faith in Jesus Christ. As a preacher, he himself was persecuted in England and was imprisoned for many years. Jesus Christ was persecuted for speaking truth by being spat upon, laughed at, mocked, and stoned. He was also martyred, beaten, and put to a cruel death on a cross. Jesus taught His disciples that if He was persecuted, they would be also. He said,

“No servant is greater than his master. If they persecuted Me, they will persecute you also” (John 15:20).

5. Ask the Reason Questions and have the children respond orally.
6. Write the descriptions of “Lord Hate-good” (found on the teacher’s completed Characters Graphic Organizer) on the chalkboard and have the children copy onto their Characters Graphic Organizer.
7. Sing “I Have Decided to Follow Jesus.”
8. You may end with a short prayer and blessing for the children.

Pilgrim's Progress 18

Time: 40 minutes

Reading: Chapter 17

Review: The persecution of Christians

Goal: To introduce the children to the subject of martyrdom **Principle:** The testimony of martyrs brings others to salvation in Christ. **Scripture:** Not one of us lives for himself, and not one of us dies for himself; . . . we are the Lord's (Romans 14:7-8).

TEACHER

Vocabulary:

by-path (n.) An indirect or rarely used path; a byway.

doubt (n.) A lack of certainty in regard to truth.

hopeful (adj.) Promising or giving ground to expect good or success.

martyr (n.) One who, by his death, bears witness to the truth of the Gospel.

stile (n.) A step or set of steps used for getting over a fence or a wall.

testimony (n.) 1) An open declaration or profession, as of faith. 2) Evidence in support of a fact or statement; proof.

vain confidence, Worthless confidence; confidence that has no foundation or basis in truth.



Preparation to Teach:

1. For this lesson, reread chapter 17, "Lost off By-path Meadow."
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Graphic Organizers.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and Coloring Page 10.



Teaching Plan:

1. Distribute student binders and Coloring Page 10.
2. Review what persecution is.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define it for the children. Connect the vocabulary word to the principle.
4. Read chapter 17, "Lost off By-path Meadow."

The first part of this chapter deals with the martyrdom of Faithful. Bunyan must have used the death of Stephen from the book of Acts (Read 6:8 - 8:3) to inspire his writing. Jesus Christ was persecuted for His teachings by being spat upon, laughed at, mocked, and stoned. He was then martyred by

STUDENT

Key Word:

testimony (n.) Something that serves as evidence of a fact.

Reason Questions:

1. What happened to Faithful?
2. Where was Faithful taken after his death?
3. Who is Hopeful and why was he a Christian?
4. Why did Hopeful and Christian get lost?
5. Describe a time when you followed someone's foolish advice. What were your consequences?



Notebook Record:

1. Color Coloring Page 10, "Faithful is taken to Celestial City."
2. Copy the character notes onto your Character Graphic Organizer.
3. File your papers in your binder.



Oral Work:

Help me travel along the king's highway and not turn to the right or the left. (Numbers 20:17)



Singing:

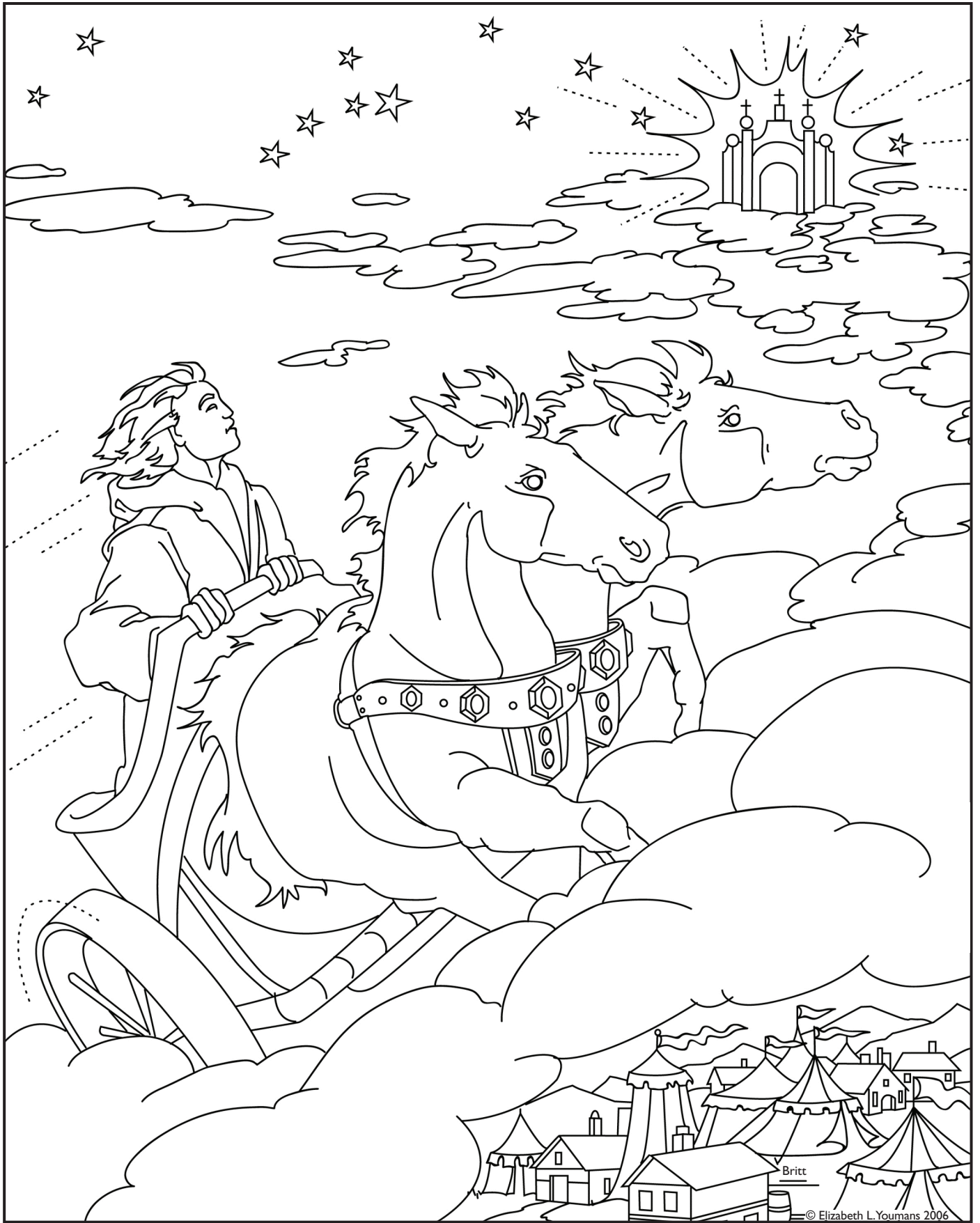
"I Have Decided to Follow Jesus"

being crucified on a cross. After Jesus was crucified and buried, however, He arose from the dead and is alive forever more! His shed blood, death on the cross and resurrection have purchased eternal life for all who believe in Him. Jesus taught us that, *“Unless a grain of wheat falls into the earth and dies, it remains by itself alone; but if it dies, it bears much fruit (John 12:24).*

After His ascension, He established the church through His apostles. It was soon that Stephen was stoned to death for his faith in Christ. He became the first Christian martyr. (Read Acts 6:8-15 and 7:54-60.) Jesus taught His disciples that if He was persecuted, they would be also. All but one of Jesus' 11 disciples were martyred. (Judas is not counted, as he betrayed Jesus and then committed suicide. Matthew 27:5) Only John escaped martyrdom and died a natural death; however, he was exiled on the island of Patmos and lived to be an old man. (Revelation 1:9) Many Christians have been martyred throughout history for their testimony of faith in Christ.

There is also a warning in this chapter about following the counsel of those who have vain confidence. There is a proverb in the Scripture that states: *He who leads the upright astray in an evil way will himself fall into his own pit, but the blameless will inherit good (Proverbs 28:10).* This is exactly what happened to Vain Confidence.

5. Ask the Reason Questions and have the children respond orally.
6. Write the descriptions of “Hopeful” and “Vain Confidence” (found on the teacher’s completed Characters Graphic Organizer) on the chalkboard and have the children copy onto their Characters Graphic Organizer.
7. Sing “I Have Decided to Follow Jesus.”
8. You may end with a short prayer and blessing for the children.



Faithful is taken to Celestial City.

Pilgrim's Progress 19

Time: 40 minutes **Reading:** Chapter 18 **Review:** The consequences of martyrdom and vain confidence **Goal:** To inspire the children to trust God and believe His good promises

Principle: Doubting God's promises often causes the Christian great despair. **Scripture:** Why are you in despair, O my soul? And why have you become disturbed within me? Hope in God, for I shall again praise Him for the help of His presence (Psalm 42:5).

TEACHER

Vocabulary:

castle (n.) A house or mansion fortified for defense against an enemy; a fortress.

despair (n.) 1) The absence of hope or expectation. 2) The feeling that everything is wrong and nothing will turn out well.

doubt (n.) The state of being unsure about the truth or factuality of existence of something.

dungeon (n.) The main tower within the walls of a castle or fortress that has dark cells (often underground) where prisoners are confined.

misery (n.) A state of ill being due to affliction or misfortune.



Preparation to Teach:

1. For this lesson, reread Chapter 18, "Inside Doubting Castle."
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Graphic Organizers.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, "By-path Meadow" and "Doubting Castle" and their labels to tack on the wall map.



Teaching Plan:

1. Distribute student binders.
2. Review the consequences of martyrdom and vain confidence.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define it for the children. Connect the vocabulary word to the principle.
4. Read chapter 18, "Inside Doubting Castle."
As we have seen in past chapters, the King (God) has allowed Christian to go through small tests and trials in

STUDENT

Key Word:

promise (n.) A binding declaration of something to be done or given for another's benefit.

? Reason Questions:

1. What did Christian and Hopeful believe about their circumstances? (*Answer: They knew they had sinned.*)
2. What were Giant Despair and his wife hoping the two pilgrims would do? Why didn't they do this?
3. What was the key to their deliverance from Doubting Castle and Giant Despair?
4. What are some of the ways we Christians can find deliverance from doubt and despair?
5. Recite your favorite promise from God's Word.



Notebook Record:

1. Continue coloring your unfinished coloring pages.
2. Copy the character notes onto your Character Graphic Organizer.
3. Copy the setting notes onto your Setting Graphic Organizer.
4. Label your map.
5. File your papers in your binder.



Oral Work:

I shall praise the Lord for the help of His presence and His promises.

order to prepare him for the larger ones that come later in his pilgrimage. Remember how God sent 'Help' to Christian when he fell into the Slough of Despond? Those steps represented the promises of God. God was preparing Christian at the beginning of his journey for the greater tests and trials of Doubting Castle. God was strengthening Christian so he could break free from the strongholds of doubt and despair and use the key he was given. Christian's mind became a prisoner to doubt and despair, which he experienced when he sinned.

The key represents the promises of God. There are hundreds of keys or promises that God has given us in His Word that help us overcome doubt and despair:

Why are you in despair, O my soul? And why have you become disturbed within me? Hope in God, for I shall yet praise Him, the help of my countenance and my God (Ps 42:11).

The Lord is my rock and my fortress and my deliverer, my God, my rock, in whom I take refuge; my shield and the horn of my salvation, my stronghold (Ps 18:2).

He knows the way I take; [when] He has tried me, I shall come forth as gold (Job 23:10).

For truly I [Jesus] say to you, "if you have faith the size of a mustard seed, you will say to this mountain, 'Move from here to there,' and it will move; and nothing will be impossible to you" (Mt 17:20).

If we confess our sins, he is faithful and just to forgive us our sins and will cleanse us from all unrighteousness (1 John 1:9).

5. Ask the Reason Questions and have the children respond orally.
6. Write the descriptions of "Giant Despair" (found on the teacher's completed Characters Graphic Organizer) on the chalkboard and have the children copy onto their Characters Graphic Organizer.
7. Write the descriptions of "By-path Meadow" and "Doubting Castle" (found on the teacher's completed Settings Graphic Organizer) on the chalkboard and have the children copy onto their Settings Graphic Organizer.
8. Select a child to tack "By-path Meadow" and another child to tack "Doubting Castle" and their labels on the wall map. Then have the children label their maps.
9. Sing "I Have Decided to Follow Jesus."
10. You may end with a short prayer and blessing for the children.

Singing:

"I Have Decided to Follow Jesus"

Pilgrim's Progress 20

Time: 40 minutes

Reading: Chapter 19

Review: The key to overcoming doubt and despair

Goal: To share with the children how the Lord refreshes our soul of refreshment after a difficult trial to restore our souls.

Principle: The Lord gives us times

of refreshment after a difficult trial to restore our souls.

Scripture: The Lord is my shepherd, I shall not want. He makes me lie down in green pastures. . . He restores my soul (Psalm 23:1-3).

TEACHER

Vocabulary:

caution (n.) Attentive with regard to danger or harm.

delectable (adj.) Highly pleasing; delightful.

enchanted (adj.) Influenced by charms or magic spells.

error (n.) Departure from what is ethically acceptable; a mistake in judgment.

sincere (adj.) Open and genuine; not deceitful.

telescope (n.) An optical instrument for making distant objects appear larger and therefore nearer.



Preparation to Teach:

1. For this lesson, reread Chapter 19, "Atop Delectable Mountains," Psalm 23 and John 10:1-18 (The Good Shepherd).
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Graphic Organizers.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and "Delectable Mountains" and its label to tack on the wall map.



Teaching Plan:

1. Distribute student binders.
2. Review the key to overcoming doubt and despair.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define it for the children. Connect the vocabulary word to the principle.
4. Read chapter 19, "Atop Delectable Mountains."

Have you ever been on top of a mountain? If so, then you have experienced the refreshment and joy that it brings to your soul. You also know that you can see all the land that surrounds the mountain.

When Christian and Hopeful looked out over the land, they realized how stupid it was for them to have strayed from

STUDENT



Key Word:

restore (v.) 1) To heal. 2) To recover from ruin and bring back to its former state.



Reason Questions:

1. What do the Delectable Mountains represent?
2. What happened to those pilgrims who did not escape Giant Despair?
3. Who is our Good Shepherd? What does He promise His children?



Notebook Record:

1. Continue coloring your unfinished coloring pages.
2. Copy the setting notes onto your Setting Graphic Organizer.
3. Copy the character notes onto your Character Graphic Organizer.
4. Label your map.
5. File your papers in your binder.



Oral Work:

The Lord is my shepherd. . . He makes me lie down in green pastures. He restores my soul. (Psalm 23:1 & 3)



Singing:

"I Have Decided to Follow Jesus"

his light robe. This is the way of all deception. It seems right, but masks the truth.

Christian and Hopeful failed to use the map the shepherds had given them and were chastised for their foolishness by the Shining One.

5. Ask the Reason Questions and have the children respond orally.
6. Select a child to tack "Enchanted Ground" and its label on the wall map. Then have the children label their maps.
7. Write the description of Ignorance and Flatterer (found on the teacher's completed Characters Graphic Organizer) on the chalkboard and have the children copy onto their Characters Graphic Organizer.
8. Sing "I Have Decided to Follow Jesus."
9. You may end with a short prayer and blessing for the children.

Pilgrim's Progress 21

Time: 40 minutes **Reading:** Chapter 20 **Review:** Restoration of the soul; growth in wisdom

Goal: God provides rest and restoration after a trial **Principle:** When we believe man's flattering words God humbles us, and we fall. **Scripture:** The man who flatters his neighbor is spreading a net for his steps (Proverbs 29:5).

TEACHER

Vocabulary:

enchanted (adj.) Affected by sorcery or special powers.

ignorance (n.) A lack of knowledge or education.

tithes (n.) A tenth of one's income that is given to the Lord.



Preparation to Teach:

1. For this lesson, reread Chapter 20, "In the Land of Conceit."
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Graphic Organizers.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and "Land of Conceit" and its label to tack on the wall map.



Teaching Plan:

Distribute student binders.

Review how God provides rest and restoration after a trial.

Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define it for the children. Connect the vocabulary word to the principle.

Read chapter 20, "In the Land of Conceit."

With "In the Land of Conceit," Bunyan uses another example of the spirit of religion. The first example was Mr. Worldly Wiseman. Now we meet Ignorance, who is blind to the truth and believes if he does good works and tithes his money he will enter heaven. Early in his pilgrimage, Christian saw that it is impossible to climb to the house of Mr. Legality. He knows that following the law will not justify you. It is only by trusting in Christ's finished work on the cross that one can be saved. Both Ignorance and Mr. Worldly Wiseman refused to believe this. They are religious, but remain unregenerated. (John 3:1-21) Bunyan also introduces the Flatterer who deceives and entraps Christian and Hopeful. They believed his words and fell into his net. He is described as a "man black of flesh, but covered with a very light robe." This is symbolic of Satan in one of his disguises. His lies and evil ways are disguised by

STUDENT

Key Word:

flatter (v.) To please another by praising him falsely.

Reason Questions:

1. What other Bunyan character does Ignorance remind you of? Why are they unable to believe the truth?
2. What does flattery often do to another person?
3. Why does the Bible warn us not to flatter others?



Notebook Record:

1. Continue coloring your unfinished coloring pages.
2. Copy the character notes onto your Character Graphic Organizer.
3. Label your map.
4. File your papers in your binder.



Oral Work:

I won't play favorites or use flattery with anyone. (Job 32:21, NLT)



Singing:

"I Have Decided to Follow Jesus"

his light robe. This is the way of all deception. It seems right, but masks the truth.

Christian and Hopeful failed to use the map the shepherds had given them and were chastised for their foolishness by the Shining One.

5. Ask the Reason Questions and have the children respond orally.
6. Select a child to tack “Enchanted Ground” and its label on the wall map. Then have the children label their maps.
7. Write the description of Ignorance and Flatterer (found on the teacher’s completed Characters Graphic Organizer) on the chalkboard and have the children copy onto their Characters Graphic Organizer.
8. Sing “I Have Decided to Follow Jesus.”
9. You may end with a short prayer and blessing for the children.

Pilgrim's Progress 22

Time: 40 minutes **Reading:** Chapter 21 **Review:** The deception of ignorance and flattery

Goal; To share the many blessings of companionship **Principle:** Two are better than one, physically and spiritually. **Scripture:** Two are stronger than one . . . If one can overpower him who is alone, two can resist him (Ecclesiastes 4:9 & 12).

TEACHER

Vocabulary:

Beulah (n.) 1) The land of Israel in the Bible. (Isaiah 62:4) 2) A land of peace and rest.

enchanted (adj.) Influenced by charms or magic spells.

Zion (n.) Refers to the new Jerusalem or heaven, the city of the great King. See Psalm 48:2.



Preparation to Teach:

1. For this lesson, reread Chapter 21, "Two Are Stronger Than One"
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Graphic Organizers.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, "Enchanted Ground," "Land of Beulah" and their labels to tack on the wall map.



Teaching Plan:

1. Distribute student binders.
2. Review the deception that comes with ignorance and flattery.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define it for the children. Connect the vocabulary word to the principle.
4. Read chapter 21, "Two Are Stronger Than One."

This chapter tells us how Christian and Hopeful were able to get through the Enchanted Grounds without falling asleep. When one grew sleepy, the other helped him stay awake. This is an important principle from the Scriptures:

Two are better than one because they have a good return for their labor. For if either of them falls, the one will lift up his companion. But woe to the one who falls when there is not another to lift him up. Furthermore, if two lie down together they keep warm, but how can one be warm alone? And if one can overpower him who is alone, two can resist him. . . (Ecclesiastes 4:9-12).

STUDENT

Key Word:

resist (v.) To withstand the force of something.

? Reason Questions:

1. What enabled Christian and Hopeful to cross through the Enchanted Ground without falling asleep?
2. Why are "two better than one?"
3. Describe Beulah Land. From where did Bunyan get his description?



Notebook Record:

1. Continue coloring your unfinished coloring pages.
2. Copy the setting notes onto your Setting Graphic Organizer.
3. Label your map.
4. File your papers in your binder.



Oral Work:

If one can overpower him who is alone, two can resist him. (Ecclesiastes 4:12)



Singing:

"I Have Decided to Follow Jesus"

... one can chase a thousand and two put ten thousand to flight (Deuteronomy 32:30).

Jesus also used this principle in prayer:

If two of you agree on earth about anything that they may ask, it shall be done for them by My Father who is in heaven. For where two or three have gathered together in My name, I am there in their midst (Matthew 18:19).

and when He sent His disciples out in ministry:

And He summoned the twelve and began to send them out in pairs, and gave them authority over the unclean spirits (Mark 6:7).

Not only do companions fare better physically, but it is a foundational principle in prayer and ministry. Bunyan wrote of Ignorance, "I take my pleasure in walking alone." God means for us to be in relationships with others and be accountable to those whom He gives us as companions in life. We have less chance of being deceived and falling into traps set by the enemy. Two are stronger than one in the spirit and "a triple-braided cord is not easily broken." (Ec 4:12)

5. Ask the Reason Questions and have the children respond orally.
6. Write the description of "Beulah Land" (found on the teacher's completed Settings Graphic Organizer) on the chalkboard and have the children copy onto their Settings Graphic Organizer.
7. Select a child to tack "Beulah Land" and its label on the wall map. Then have the children label their maps.
8. Sing "I Have Decided to Follow Jesus"
9. You may end with a short prayer and blessing for the children.

Pilgrim's Progress 23

Time: 40 minutes **Reading:** Chapter 22 **Review:** The principle of "two are better than one."

Goal: To inspire the children with the symbolism of entering Celestial City

Principle: He who

overcomes will inherit all things.

Scripture: He who overcomes will inherit all things; and I will be his God, and he shall be My son. Revelation 21:7

TEACHER



Vocabulary:

1. **host** (n.) A vast multitude.
2. **inherit** (v.) To receive property, rights, titles, etc. as an heir; to come into possessions of.
3. **saints** (n.) One of the blessed in heaven. Revelation 18.



Preparation to Teach:

1. For this lesson, reread Chapter 22, "Arriving at Celestial City" and Revelation 21:1-8.
2. Study the teacher vocabulary words, symbols and biblical phrases, and the completed Graphic Organizers.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, Coloring Page 11, "Dark River" and "Celestial City" and their labels, and Theme Graphic Organizer.



Teaching Plan:

1. Distribute student binders and Coloring Page 11, "Crossing the river to Celestial City"
2. Review the principle of "two are better than one."
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define it for the children. Connect the vocabulary word to the principle.
4. Read chapter 22, "Arriving at Celestial City."

This is the last of part I of *Pilgrim's Progress*. Christian's pilgrimage comes to an end as he enters Celestial City with Hopeful. Before they can enter, however, they must pass one more difficult test of faith by crossing the Dark River.

Bunyan described Celestial City much as the Apostle John described heaven in the book of Revelation. You may want to read a portion of chapter 21 from Revelation to the children. Be certain to carefully explain all the symbolism in Bunyan's conclusion.

5. Ask the Reason Questions and have the children respond orally.

STUDENT



Key Word:

overcome (v.) To conquer; to prevail over something; to gain the victory.



Reason Questions:

1. What was the last difficult challenge Christian and Hopeful had to overcome?
2. What does the Dark River symbolize? Why did Christian nearly drown in the Dark River?
3. Who met them on the other side of the Dark River?
4. Describe Celestial City. What is another name for it?
5. Do you think the long and difficult pilgrimage of Christian and Hopeful was worth it? Explain your answer.
6. Will we have similar adventures and trials that Christian had one day?



Notebook Record:

1. Color Coloring Page 11, "Crossing the river to Celestial City"
2. Copy the setting notes onto your Setting Graphic Organizer.
3. Label your map.
4. Copy your theme notes onto your Theme Graphic Organizer.
5. File your papers in your binder.



Oral Work:

He who overcomes will inherit all things. (Revelation 21:7)

6. Write the descriptions of “Dark River” and “Celestial City” (found on the teacher’s completed Settings Graphic Organizer) on the chalkboard and have the children copy onto their Settings Graphic Organizer.
7. Select a child to tack “Dark River” and one to tack “Celestial City” and their labels on the wall map. Then have the children label their maps.
8. Record the following *Pilgrim’s Progress* themes on the Theme Graphic Organizer:
 - The cost of salvation is great.
 - The pilgrimage of the true Christian is not easy.
 - Spiritual growth means dealing with one’s own character.
 - The Christian must learn to wage the spiritual battles within and without.
 - The Christian walk is one of overcoming by faith.
9. Sing “I Have Decided to Follow Jesus.”
10. You may end with a short prayer and blessing for the children.

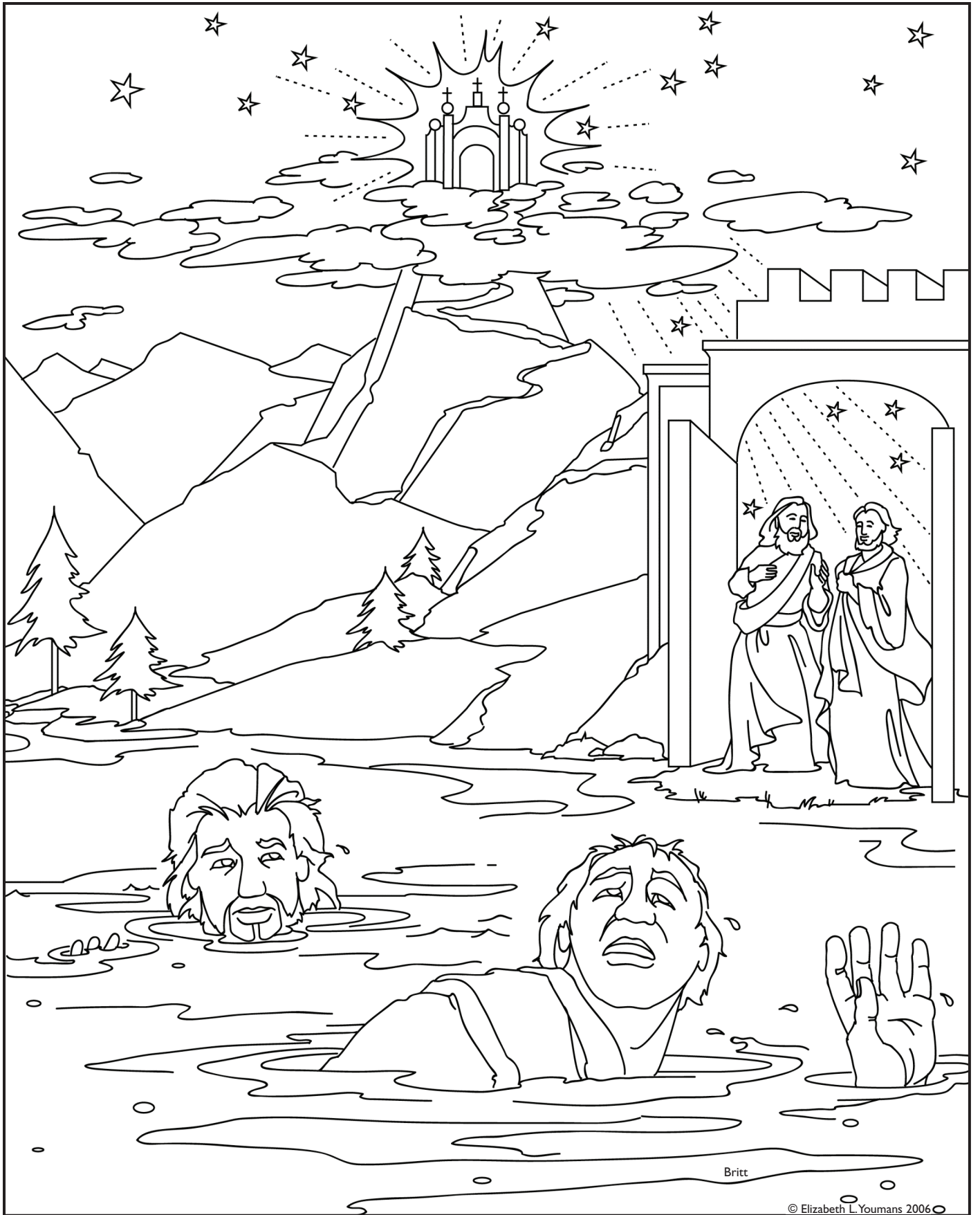
Comment:

In most English editions of *Pilgrim’s Progress* there is a Part Two. Six years after Bunyan published his first edition of *Pilgrim’s Progress*, he published a second edition that contains the allegory of Christian’s wife, Christiana, and her pilgrimage with her children and friend to Celestial City. Many critics believe the sequel to be inferior to the first part. It has a few different characters that appear along the journey, however, they visit the same settings and meet with many of the same challenges.

We have chosen not to include it in our AMO® unit because it has not been translated in various other languages.

 **Singing:**

“I Have Decided to Follow Jesus”



Hopeful and Christian crossing the river to Celestial City.

Pilgrim's Progress 24

My Spiritual Journey:

Writing in the Style of John Bunyan

These are wonderful projects for older students and adults as a way to culminate their study of *Pilgrim's Progress*.

Supplies:

- lined notebook paper
- 8½ x 14 inch (legal) plain white paper
- pencils for sketching and black pens for writing and labeling
- colored pencils or paint and brushes
- paper glue
- stapler

Instructions:

Have participants outline their spiritual life's journey highlighting the dates, individuals, locations and events that are most meaningful.

Project One:

1. Write a summary of the pilgrimage on the notebook paper.
2. Illustrate each individual, location and event on blank white paper. Color or paint.
3. Cut out and glue on the story page.
4. Complete a cover and print the Title: _____'s Pilgrimage
5. Staple the story pages together in chronological order.

Project Two:

1. On blank white paper, create a map that depicts the journey chronologically.
2. Sketch each location on the map.
3. Decorate map with mountains, trees, flowers, buildings, streets, rivers, lakes, etc. Color or paint the map.
4. Sketch each individual and event on another piece of blank white paper. Color or paint.
5. Cut out and glue onto your map at the specific location that is appropriate.
6. Label each location, individual and event with a black pen.
7. Print the Title: _____'s Pilgrimage Map

Community Dinner Theater



*He brought me to the banqueting house,
and his banner over me is love. – Song of Solomon 2:4*

This AMO® celebration is inspired by Christian's pilgrimage from the City of Destruction to Celestial City and by the living God, who loves all pilgrims. During the evening, the riches of Christ, that are freely lavished on His people, will be celebrated. Guests will be invited to experience His goodness.

The celebration is designed to 1) memorialize the reading of this greatest of all classics, *Pilgrim's Progress*, which contains the plan of salvation and many other biblical images and ideals; and 2) encourage the children to journey with Christ on the highway of righteousness throughout their lives, so they, too, may live eternally with Christ.

Goals:

1. To culminate the study of *Pilgrim's Progress* with a spirit of celebration and service
2. To involve parents in their children's lives and provide them an opportunity to minister in the community
3. To minister to those in need in the community by meeting some of their tangible, physical needs
4. To minister to the spiritually needy in the community by offering the hope of Jesus Christ
5. To give each child the experience and joy of participation in a Readers Theater
6. To give public testimony to the faithfulness of God in your AMO program

Events:

Welcome Guests

Readers Theater: "On Man's Pilgrimage" featuring

The Faithful Troupe

The Celestial Choir (all the children) singing the songs they have learned in this unit

Invitation to Dine and Prayer

The Dinner

Art Show

Length of Time Needed for the Celebration:

1½ hours

Preparation:

1. Start collecting donations of non-perishable food for those in need in your community **at the beginning of this unit**. Ask for donations from AMO Program families; announce in your churches; call local businesses to see if they have anything they would like to contribute.
2. As the donations come in, sort them by item and place them in large, labeled boxes or baskets during AMO flex time.
3. Pray about one or two families that you as a ministry can bless with the donations. Assign a parent to be in charge of distributing them to their homes and also what is left at the dinner theater to needy folks or at a local shelter.
4. Seek a business sponsor for your celebration. Approach local restaurants and grocery stores. Explain your ministry and your desire to serve the community by providing a meal for those in need. Ask the owner or manager if their business would be willing to donate or even prepare some food for your event.
5. Call the Bible Society or local Gideons organization to see if they have copies of one of the Gospels or New Testaments that can be given to those who would like to receive one at the dinner theater.
6. Find a location to host your event. If your ministry building has a large recreational room, plan how you can utilize this space to accommodate your festival. You will need to create a stage area for your play. Make sure the tables for the dinner are arranged so that guests can sit at their places while viewing the performance. Set up tables along the outskirts of the room on which to display the children's art work and crafts.
7. Assign play parts and set aside plenty of time to practice lines and rehearse the readers theater script.
8. Practice Scripture readings. The children will need to practice reading in unison. Copy the words for them or instruct them to memorize the passages.
9. All the songs should be memorized.
10. Set the scenery by hanging the wall map/mural up, center stage. Cut out a large cross and tomb from bulletin board paper. Hang these on the wall, stage right. Set the chairs for the chorus in rows, to either side of the map. Set three chairs out in front of these on stage left.
11. Ask the children to dress in their Sunday best. Christian and the villagers should have some patched and worn-looking clothes to wear during the play. You can glue scraps of fabric to old clothes.
12. Print invitations using the children's block printed stationery to distribute to AMO families and invited guests. Give them each several extra invitations and ask them to invite a neighbor family, especially one that would appreciate the meal and the play. Ask parents to give you a record of how many of their family and friends will be attending. You will need to have at least a rough count when planning food and seating.
13. Assign one mother or grandmother to oversee the meal and to coordinate needs/items with the business sponsor. Ask several other mothers to help prepare and serve the food. This committee will need to plan a menu for the dinner. You will want to choose a meal that is filling, yet easy to serve to a large quantity of people. The food need not be extravagant, just plentiful. Your menu choices will likely depend on what your sponsor is willing to donate. Serve bread and salad along with the main course and a desert.
14. Assign one mother or grandmother to oversee the table settings for the dinner. She, too, should have a committee of additional volunteers to help with the details. Collect tablecloths with which to cover the tables. Place a colored runner, cut out of bulletin board paper, across the middle of the table. Using a thick black marker, print "He brought me to his banqueting table and His banner over me is love" on the runner. Collect vases and ask volunteers to gather and arrange flowers on the morning of the dinner theater. Space them between the tin lanterns and trees of life that the children have made. Use disposable dishes and utensils, if possible, for ease of cleanup. Fold the napkins set the tables before the guests arrive.

15. Set out donated Gospels or New Testaments in the middle of the tables
16. Assign a parent to greet guests and make nametags as they arrive.
17. Children should sit with their families during the dinner. Select several to act as “runners” for the tables. Assign a "runner" for each table—to take the bread basket, salad bowl, water pitchers, etc. back to the serving station for refills when necessary.
18. Create a simple timeline of the life of your ministry. Make a poster with important dates and photographs of events that have occurred in your ministry (i.e.: first day of the program, Heidi Festival, etc.). Prepare to display this timeline at the festival and to give credit to God for his faithfulness in your journey.
19. Assign someone to take plenty of photos at the festival.

Welcome

The AMO program director should welcome the guests, volunteers and children to this special dinner theater. Share the children’s experiences of reading the greatest English classic, *Pilgrim’s Progress* by John Bunyan and doing the arts and crafts. Give some background of the book and highlight some of Christian’s experiences.

Draw attention to the table decorations that the children made and appreciate all the volunteers and community donors publicly.

Presentation of the Readers Theater: *One Man’s Pilgrimage*

Invitation to Dine

Immediately after *The Faithful Ones* sing the closing song, parent volunteers can begin distributing food to the guests. At the end of the song, the AMO Program director should suggest that any one who is interested in having a New Testament or copy of the Gospel (sitting in the middle of the tables) is welcome to have one. Then, invite guests to enjoy their meal and pray. Tell them that the class wanted to share a small taste of God’s goodness through a delicious meal. Remind them that even as we look forward to the marriage supper of the Lamb, we are able to delight in the good things God gives us today.

Dinner

Enjoy your meal!

Arts and Crafts Display

After guests are finished eating their main course, invite them to eat their dessert, as they wander around the room to view the children’s artwork. Ask the children to be on hand to discuss their work. Encourage them to explain how their pieces relate to the book they read. A teacher should station herself at the ministry timeline during this period. She should be prepared to engage guests in conversation and describe to them God’s faithfulness to the ministry in specific ways.

Arts and Crafts Lesson Plans

Every child is an artist.

The problem is how to remain an artist once he grows up.

~ Pablo Picasso ~

Pilgrimage Wall Map



Heidi mural being painted by children in our American pilot project.

Our Project:

Reproduce the Pilgrimage Map as a wall mural to be used to track the settings of the classic.

Supplies:

- the Pilgrimage Map
- heavy duty brown butcher paper or bulletin board
- white chalk
- poster paint and large brushes or oil pastels
- smocks for the children to wear as a cover up to protect their clothing (Old T-shirts or large plastic bags with holes cut for head and arms.)

Instructions:

1. Cut the paper into a large narrow rectangle (7 ft. x 10 ft.). To give the map an aged scroll-like effect, tear around the edges of the paper to remove any straight cut edges and curl the two short ends inward to look like a scroll. Tack on the wall.
2. Using the Pilgrimage Map from your lesson plans as a guide, sketch the geographic markings such as mountains, valleys, etc. with white chalk. (Note that the map illustration is vertical, while our mural is horizontal. Adjust accordingly.)
3. Enlarge the sites on the Pilgrimage Map with a duplicating machine adjusting the size for the wall map. Put one per page. Make certain they are large enough to appropriately fit on the mural.

4. Assign each child a space in which to paint or color the map and have them paint or color the background, the compass rose and the road. Do not let them crowd each other. If your class is large enough, have some of the children begin to paint or color the sites.
5. Have the children sign a large piece of cardstock upon which you have penned "Pilgrimage Artists" and glue it to the corner of the mural after it is completed.
6. Make large, bold labels on card stock with the following titles. You can use your computer or handprint them. These will be tacked under the corresponding locations on the mural by the children when you are reading about them.

City of Destruction
 Mr. Legality's House
 Slough of Despond
 Wicket Gate
 Mr. Interpreter's House
 The Cross
 The Tomb
 Hill of Difficulty
 Palace Beautiful
 Valley of the Shadow of Death
 Valley of Humiliation
 Vanity Fair
 By-path Meadow
 Doubting Castle
 Delectable Mountains
 Land of Beulah
 Enchanted Ground
 Dark River
 Celestial City

7. Make a title for the map to read: *Pilgrim's Progress Map*. Tack on the wall above the map. Make another label with these words: "*The Pilgrim's Progress . . . from this world to that which is to come.*" Tack on the wall below the map.
8. As you and the students read through *Pilgrim's Progress*, use your mural to track the progress of Christian and his companions. Choose a colored pastel to represent Christian's path and draw a line down the road he takes. Each time Christian journeys on to a new place, continue the line.

Promise Keeper Scrolls

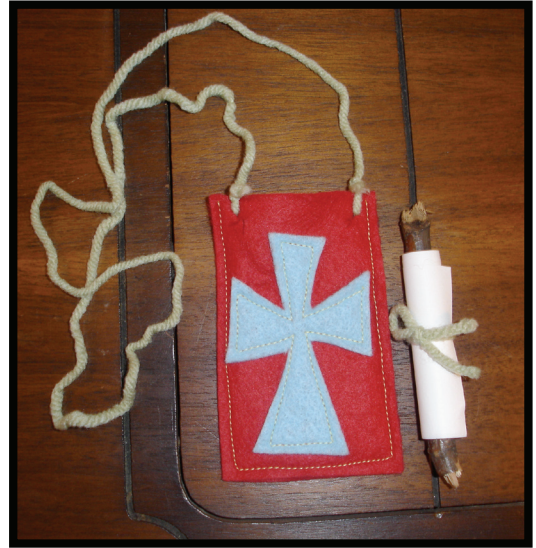
Inspired by Christian's dependence on God's promises throughout his pilgrimage

Our Project:

Create small scrolls on which to record promises of God. The portable little book, in its own felt pouch, will serve as a reminder of God the Promise Keeper, who cares for each child on his personal life pilgrimage.

Supplies (for each child):

- 1 long strip of lightweight paper, 11" x 4"
- 1 stick or dowel, 7" long
- 2 pieces of colored felt, (8" x 3") and some scraps
- 2 pieces of yarn or ribbon, one that is 20", the other 6"
- craft glue
- pen
- needle and thread, optional



Preparation:

Cut paper, yarn or ribbon, and felt to the sizes listed. Print out several copies of the promise Scriptures (below), or have students find their favorite promise in the Bible and copy onto their scrolls.

Promise Scriptures:

The Lord is My shepherd, I shall not want. He makes me lie down in green pastures; He leads me beside quiet waters; He restores my soul . . . Surely goodness and mercy will follow me all the days of life. And I will dwell in the house of the Lord forever. – Psalm 23

The law of the Lord is perfect, restoring the soul. The statutes of the Lord are trustworthy, making wise the simple. - Psalm 19:7

Those who know your name will trust in you, for you, Lord, have never forsaken those who seek you. - Psalm 9:10

Cast your cares on the Lord and He will sustain you; He will never let the righteous fall. - Psalm 55:22

My help comes from the Lord, the Maker of heaven and earth. He will not let my foot slip—He who watches over me will not slumber. - Psalm 121: 2-4

The Lord watches over all who love Him, but all the wicked He will destroy. - Psalm 145:20

Instructions for Class:

1. Distribute supplies to students.
2. Have children choose one or two of the Scripture promises to write out on their scrolls. Then, proceed with instructions for making scroll and pouch.
3. Glue one end of paper onto the stick. While glue dries, make the pouch.
4. Before sewing the felt pouch together, decorate one of the felt rectangles (which will serve as the top of the pouch). Cut shapes, such as a cross, a heart or a dove, out of felt scraps and glue or sew them onto the rectangle.
5. Place the two rectangles of felt on top of each other (with any decoration on top, face up). Glue together just around the three edges or thread a needle, knot, and sew a seam around the two long sides and the short bottom, close to the edge, leaving the top open. On your last stitch, be sure to tie a knot to hold the stitches securely in place.
6. Cut (or punch) small holes in the top corners of the pouch and tie the long length of ribbon or yarn through these holes to create a loop hanger.
7. To finish the scroll, wrap the paper tightly around the stick and tie it in place with the remaining six-inch length of ribbon or yarn.
8. Place the scroll in the pouch. The pouch can be hung in a special place or worn around the neck.

Tin Lanterns



*How sweet are your words to my taste,
Sweeter than honey to my mouth!
I gain understanding from your precepts;
Therefore I hate every wrong path.
Your word is a lamp to my feet
And a light for my path.*

– Psalm 119:103-105

Our Project:

Create a punched tin lantern, inspired by the importance of God's Word to Christian's pilgrimage in *Pilgrim's Progress*. The lanterns will be used as table decorations at the Community Dinner Theater.

Supplies:

- tin cans
- hammers
- nails, medium-sized
- paper, cut the width and height of the outside surface of the tin cans used
- pencils
- black markers
- thin wire in lengths of 10"
- small, votive candles
- cloth towels
- freezer (see Preparation for details)

Preparation:

Fill tin cans with water and place in freezer until water is solid ice.

Instructions for Class:

1. Distribute paper and pencils to the children. Have them design a **simple line pattern** that will decorate their lantern. Have some samples available.
2. Distribute the rest of the supplies.
3. The children may use the towels to hold onto their cans (which are cold) and absorb the water as the ice melts.
4. Use the black marker to reproduce design onto the side of a can.
5. Once the design is on the can, punch out the design. To do so, select a starting point on the design and hammer the tip of the nail into the can. Pull the nail out, move it slightly away from the first hole, following the line of the design, and hammer again. Continue to hammer holes all along the marker line until the design is covered. The holes should be close together, but not so close or so big that they run into each other. The ice in the can will crack as it is hammered. The towel will help to absorb the melting, cracking ice. Remaining ice may be melted under warm water or just allowed to melt at room temperature.
6. When the design is completely punched out, punch two holes on the top of the sides of the can. These holes will hold the wire handle.
7. Thread the tip of the wire length through one of the top holes and twist it around the remaining wire to secure it to the can. Bend the long end of the wire over the top of the can, forming a handle, and thread it through the second hole. Again, pull the wire through and twist the excess around the handle to securely attach it to the can.
8. When the lantern is finished, place a votive candle inside. The lanterns will be used as table decorations at the Community Dinner Theater when the candles will be lit. Have adults use a long match or light the candle outside of the can and then gently drop it in.
9. For the dinner tables, make 2 small placards for every tin lantern. Print Psalm 119:105 on them. Fold in half and place one on each side of the tin lanterns, so guests on both sides of the table can read.



Block Print Stamps and Cards

*Inspired by Albrecht Durer's woodcuts
and the spiritual warfare described in Bunyan's Pilgrim's Progress*

Albrecht Dürer (1471-1528) was a German artist who lived during the time of the Protestant Reformation. During his lifetime and in the centuries since his death, he has been greatly revered for his contribution to fine art. Dürer was a Christian and deeply concerned with the purity of the Church. He was known to admire the brave stands of the famous reformer, Martin Luther, whom he knew and whose portrait he painted.

Dürer's faith in Jesus Christ provided the subject matter for much of his life's work. He portrayed biblical stories in image form at a time when many could not read, thus educating the illiterate in the Scriptures.

Dürer's talent was evident at a very early age. He drew a remarkable self-portrait when he was just thirteen years old. Throughout his artistic career, he worked in a wide variety of media, including painting, drawing, engravings and, notably, woodcuts. One of his most famous groupings of woodcuts is a series on the Apocalypse. The several prints of intricate detail illustrate the spiritual battles of the book of Revelation.

To create a woodcut, an artist carves an image in a piece of wood. The areas of the wood that he leaves raised become the image that will be printed. When ink is applied to the woodcut, the image may be printed onto a piece of paper or fabric. In the following project, students will use a similar technique to create stamps by carving images into potatoes.

Our Project:

Handmade stamps are created by carving potatoes. The stamps are used to make prints on paper invitations for our Banqueting Table dinner.

Supplies:

- large potatoes cut in half lengthwise
- small kitchen knives
- folded white paper for stationery cards
- pencils
- black paint and a piece of heavy cardboard
- paper towels



Preparation:

See <http://www.conncoll.edu/visual/Durer-prints/index.html>. Print out copies of Albrecht Dürer's woodcuts to show the children. Be sure to include *The Four Horsemen of the Apocalypse*. Display these copies at the student's workstations for their reference.

Cover the art tables with newspaper. Have plenty of helpers to assist the children with the knives. Have a space prepared to receive the printed cards.

Instructions:

1. Distribute paper, pencils, and potatoes.
2. Explain the technique of stamp-making and printing as you demonstrate how to do it.
3. Demonstrate how to use a sharp knife by always cutting **away from** your hands and body.
4. The children should choose the style of cross they want to transfer to their potato or eraser or design their own, and then draw it directly onto the center of the potato or eraser.
5. Distribute the knives to the children. Instruct them to cut into the potato or eraser about $\frac{1}{4}$ inch deep, digging out the area **around** their image. The cut out area will not show up in the printing, so be sure that the image itself is left uncut. (See photo.) Once the image is cut, it is ready to be used to stamp.
6. Before stamping the paper cards, have the children initial the back of the paper they will use.
7. Wipe the surface of the potato to remove all dampness. Press onto the ink pad or paint. Dab away any excess and press the image onto the paper. Have students print 10 cards each and set out to dry.
8. Create a Banqueting Table invitation on your computer and print the invitation on the inside of the student cards. These will be used to invite parents, family members and community guests to your Banqueting Table dinner.



Decoupage Angels

A project inspired by Fra Angelico and the presence of angels in Pilgrim's Progress



Fra Angelico (1395-1455) was an Italian painter of the Early Renaissance. As a young boy, Guido di Pietro (as he was christened), committed himself to train in the order of the Dominican monks. He observed a disciplined lifestyle beginning in his boyhood and, upon becoming a Dominican friar, he took up the name Fra Giovanni. The young friar was recognized to have a great talent for painting and was encouraged to pursue his artistic gifts in service to the church. He worked initially as an illuminator, adding decoration to the Scriptures. As his work gained more and more recognition, he was commissioned to paint biblical subjects on the altarpieces and walls of monasteries. His work has a special spirit that inspires worshipers to devotion. This is especially true of some frescoes (paintings on wet plaster) that he created on the walls of his fellow monks' private rooms.

This deeply devout monk became known, by merit of his artwork, as Fra Angelico—the "Angelic Friar." He was aware of the gravity of the biblical subject matters that he portrayed and was humbled by his work. When imaging the figure of Jesus Christ, for instance, he felt that his attitude must reflect that of the Savior, in order to justly present Him in a painting.

One artistic technique that Fra Angelico employed in his work was the use of gold leaf. Gold leaf is actually the metal gold that has been pounded into incredibly thin, fragile sheets called "leaves." The leaves are applied to the surface with an adhesive. The shine of the gold metal adds an appropriately glorious detail to many of Fra Angelico's frescoes.

Our Project:

Use decoupage to decorate a wooden surface with an image of an angel.

Decoupage is a technique of decorating a surface with paper or fabric images between two layers of adhesive. Tissue paper is suggested for this project to attempt to reproduce the fragility of gold leaf. The tissue paper also creates an interesting layered effect.

Supplies

- white glue
- water
- small shallow bowls (one per every two students)
- tissue paper in various colors and patterns (especially include gold-colored paper if possible)
- flat wooden shapes that are sanded or thick pieces of cardboard
- paper towels
- paint brushes or paint sponges (approx 1 in. wide)
- scissors
- white paint (to be used in preparation)

Preparation:

Display examples of Fra Angelico's paintings in the classroom. Visit your local library to check out books on Fra Angelico or find images online.

http://www.dia.org/the_collection/overview/full.asp?objectID=24766&=1

<http://wwar.com/masters/a/angelico-fra.html> and <http://cgfa.sunsite.dk/angelico/>

Create the decoupage medium by mixing 3 parts glue with 1 part water. Pour medium into shallow bowls and place at workstations. Note: this should be done immediately prior to the start of the class, so as not to allow the glue to dry out.

Use white craft paint or spray paint to paint each of the wooden boards white.

Instructions for Class:

1. Distribute supplies to children. Have them write their names on the back.
2. Have children cut out tissue paper shapes to create an image of an angel. Instruct them to use Fra Angelico's paintings as inspiration. They should plan their image to cover the entirety of their wooden shape. They may layer shapes, if desired.
3. Once the tissue is cut and the angel images are planned, instruct them in the decoupage technique.
4. Paint decoupage medium onto the wood. Working quickly, arrange tissue paper shapes onto the adhesive. Then, carefully paint an additional layer of decoupage medium on top of the paper. Work quickly in order to get this top layer of glue onto the surface before the bottom layer has dried. If there is paper layered on top of paper, make sure that each piece has glue both beneath it and covering it.
5. When all the tissue paper pieces have been applied and covered with glue, use your fingers to carefully work out any air bubbles. Work from the middle outward, smoothing the tissue paper pieces. Be careful, as the sheets are thin and will tear easily.
6. Allow to dry for several hours.
7. Display each one in the classroom.

Friendship Bracelets

A project inspired by Christian's friendships with Faithful and Hopeful



*Though one may be overpowered, two can defend themselves.
A cord of three strands is not quickly broken. – Ecclesiastes 4:12*

Our Project:

Children will make friendship bracelets of knotted ribbon and beads. This project was inspired by the friendship of Christian and Hopeful in *Pilgrim's Progress*. Friends are an eternal gift from God.

Supplies:

- very thin ribbon, thick, embroidery thread, or colored twine or string in assorted colors.
- craft beads
- tape
- scissors

Instructions for Class:

1. Read Ecclesiastes 4:9 & 12 to the children. Remind them of this week's lesson from *Pilgrim's Progress* about friendship.
2. Distribute supplies.
3. Cut three lengths of ribbon several inches longer than their finished bracelet should be. The more knots that are made in their bracelets, the more length there should be to begin with. A combination of colors or just one color may be used.
4. Group the lengths of ribbon. Align them at the top and tie all three pieces together in a knot about one inch from the end.
5. Secure the ribbons to the table with a piece of tape placed over the knot. This makes the cords easier to work with.
6. Begin the bracelet by threading all three ribbons through one bead. Slide this bead up to the knot, and tie a second knot under it to secure it in place.
7. Continue bracelets either by braiding them or spacing knots along the length. Additional beads may be threaded into the design.
8. At the end of the bracelet, fold over the last inch or so of ribbon and tie a knot to form a loop. This loop is slipped over the top bead to act as a clasp.

Pastoral Painting



A project inspired by Psalm 23 and the paintings of William Holman Hunt

Psalm 23

*The Lord is my shepherd, I shall not be in want.
He makes me lie down in green pastures,
He leads me beside quiet waters,
He restores my soul.
He guides me in paths of righteousness
for His name's sake.
Even though I walk through
the valley of the shadow of death,
I will fear no evil,
for you are with me;
Your rod and your staff,
they comfort me.
You prepare a table before me
in the presence of my enemies.
You anoint my head with oil;
my cup overflows.
Surely goodness and mercy will follow me
all the days of my life,
and I will dwell in the house of the Lord forever.*

William Holman Hunt (1827-1910) was a British painter and one of the founders of a movement in art known as the Pre-Raphaelite Brotherhood. He and his fellows sought to portray truth in art and are known for the vividness of color seen in their paintings and for their attention to detail. Hunt was attracted to the dramatic nature of Biblical stories, and many of his paintings illustrate Biblical scenes. In order to accurately represent these subject matters, Hunt made several trips to the Holy Land where he could work with the benefit of the true setting before him. He was very concerned with realism and accuracy and was critical of other famous artists whose works seemed to him posed and unnatural.

In addition to his Biblical works, Hunt produced several paintings that were inspired by poetry, notably his final work "The Lady of Shalott," based on Alfred Lord Tennyson's poem of the same name. By creating an image of this and other famous literary works, Hunt adds his own visual individuality to what is already a work of art. He interpreted the written word to produce a visual masterpiece. In this same way, our project will reflect the Twenty-third Psalm. The Psalm and the pastoral imagery it evokes are studied, but each child's representation of it will be unique.

Our Project:

Create a painting of a pastoral scene, inspired by William Holman Hunt, the Delectable Mountains setting of *Pilgrim's Progress*, and Psalm 23.

Supplies:

heavy paper or watercolor paper (expensive)
paint and paint brushes
water (for cleanup)
rags or paper towels (for dabbing brushes and for clean-up)

Preparation:

1. To inspire the children, print out copies of some of Hunt's paintings. Go to these websites:
<http://www.artunframed.com/hunt.htm>
http://www.leicestergalleries.com/provenart/dealer_stock_details.cgi?d_id=&a_id=13169
2. Visit your local library (or search online) to obtain pictures of pastures, sheep. Because the children will not be able to visit a pasture for observation during the class period, provide pictures for them to study the subject matter they are about to paint.

Instructions for Class:

1. Display Hunt's paintings and discuss them with the class. Note his use of color, and identify specific details that the artist chose to include.
2. Specifically note the paintings that illustrate a story. Discuss what seems to be happening in the story and how the artist chose to portray that particular moment.
3. Hunt often chose to illustrate the climax of the poem.
4. Read Psalm 23 loud. Discuss what is happening in the poem. How is the Lord described? In what ways does the shepherd care for his sheep? Recall Christian's and Hopeful's experiences of refreshment and restoration atop the Delectable Mountains.
5. Display pictures of sheep and shepherds. Instruct the children that they are to illustrate a scene from Psalm 23, in the style of William Holman Hunt. Remind them of Hunt's use of color and attention to detail.
6. Distribute supplies.
7. Instruct the children to use care with their brushes and to clean them in the water when they change colors.
8. Begin painting by placing a horizon line on the page. Then, have them fill in the background with sky and land.
9. As they place objects and people on the background, remind them of the use of perspective: objects that are farther away will be smaller, the closer ones will be larger. For instance, they may want to place some trees and small sheep in the distance (these will be smaller) and another sheep next to the shepherd in the foreground (these will be larger).
10. Have the children sign their names in the lower right corner of their paintings.
11. When the paintings are complete, allow to dry. Display each of them in the classroom.

Salt Dough Tree of Life



*Blessed are those who wash their robes,
That they may have the right to the tree of life
And may enter by the gates into the city.
– Revelation 22:14*

Our Project:

Create a salt dough tree of life. This project was inspired by the reference in *Pilgrim's Progress* to the tree of life from Revelation 22:2, that bears 12 kinds of fruit and whose "leaves are for the healing of the nations" and the artistic work of Peruvian craftsmen.

Supplies:

- salt dough
- colored toothpicks
- plastic knives
- craft paint, mucilage glue, and brushes

Preparation:

This project requires two class periods to complete.

1. Salt Dough Recipe:

2 C. water	4 tsp. cream of tartar
1 C. salt	2 C. flour
2 Tb. oil	food coloring (blue, green, and red for three different colors of dough)

- Heat water on low heat in a large non-stick pan.
 - Add the salt and simmer until completely dissolved.
 - Add oil and 1 food coloring. Make some dough white to form birds, flowers or fruits to be painted.
 - Mix flour and tartar. Add to water, stirring constantly with a wooden spoon. Lumps will work out when the dough cools. Store dough in airtight plastic bags when cool.
 - Form into shapes and stand on a paper plate. Heat on low heat in a microwave oven until hard.
2. Prior to class, make 4 colors of salt dough: red, blue, green and white (plain dough).
 3. Create a tree of life to show the children.

Day One Instructions:

1. Cover workspace with plastic.
2. Distribute supplies and show your sample.
3. Form the tree's base from blue dough, being certain that it's substantial enough to hold the weight of the rings, leaves, flowers and birds above.
4. Make a "snake" from red dough by rolling the dough on the table. Form two rings from the dough on the table. Connect the larger one to the base with toothpicks. Connect the two rings with toothpicks.

Note: The height of the project is limited by the height of the inside of the microwave oven.

5. Form 12 leaves from the green dough. Slip a colored toothpick in the base of the leaf and stick into the ring. Keep short enough so the base can bear the weight.
6. Fashion birds, flowers or fruits from white dough. Affix them with toothpicks onto the tree. Be certain to decorate both sides of the tree. Toothpicks may need to be trimmed if sticking out of the rings.
7. Place individual trees on a paper plate with the child's name. Bake in a microwave oven until hard.

Day Two Instructions:

1. Distribute trees created last class period.
2. Distribute paint supplies.
3. Instruct children to decorate the base with paint and also to paint their birds, flowers and fruits.
4. When finished painting, allow to dry.
5. After class, you can brush a coating on the trees by mixing 3 parts water to 1 part mucilage.
6. Create a computer-generated placard for each child's tree that reads:

"Tree of Life" by Jose Gonzalez (child's name)

The fruit of the righteous is a tree of life. – Proverbs 11:30

7. Place one of these on each table at the Community Dinner Theater.

