

## Chapter 1

# A Dangerous Stand: Who are the Mennonites?



## Getting Ready to Read

### Focus 1



#### Language Objectives:

- ◆ to **prepare** to read
- ◆ to **express** an opinion

#### Approx Time:

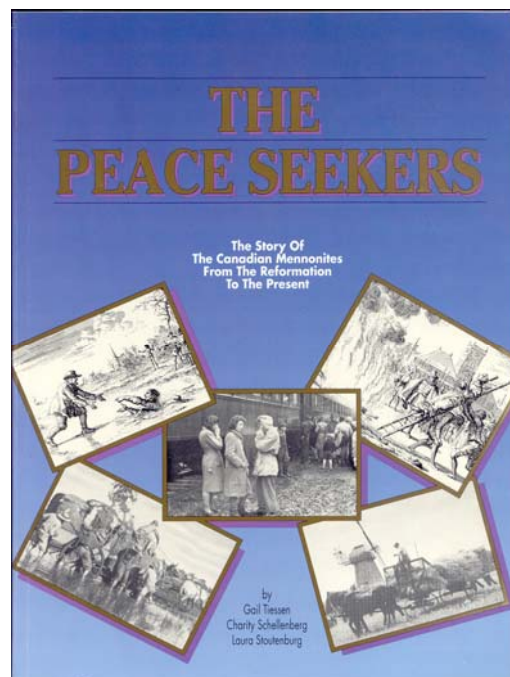
- ◆ 50 minutes

#### Materials:

- ◆ **Peace Seekers Workbook** for each learner
- ◆ **What's it About?** SLIDE
- ◆ **Faith SLIDE**

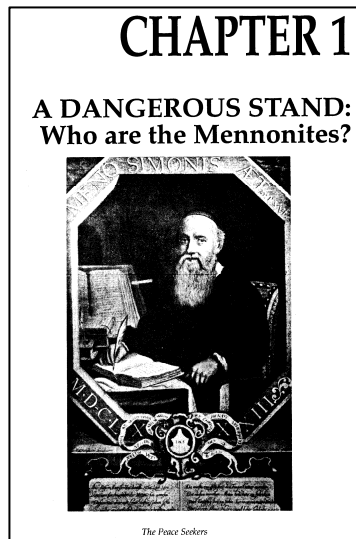
### Task 1: *Introducing the course*

1. Hand out the ***Peace Seekers Workbook*** to each of the learners. Ask them to read the cover.
2. Discuss the overall content and purpose of the course.



**Task 2:** *Predicting from Pictures and Titles*

1. Have the learners look at **Chapter 1 Title page**. Discuss what a *Dangerous Stand* might mean.



2. Lead the whole class in a discussion of the questions on **Workbook Pg. 2**. Write in short answers on the **What's it About? SLIDE** for the learners to fill in their book after a time of discovering what they know about these things.

**Instructor Note:** Project the SLIDE onto a white board so that you can write in the short answers.

*Answer Key:*

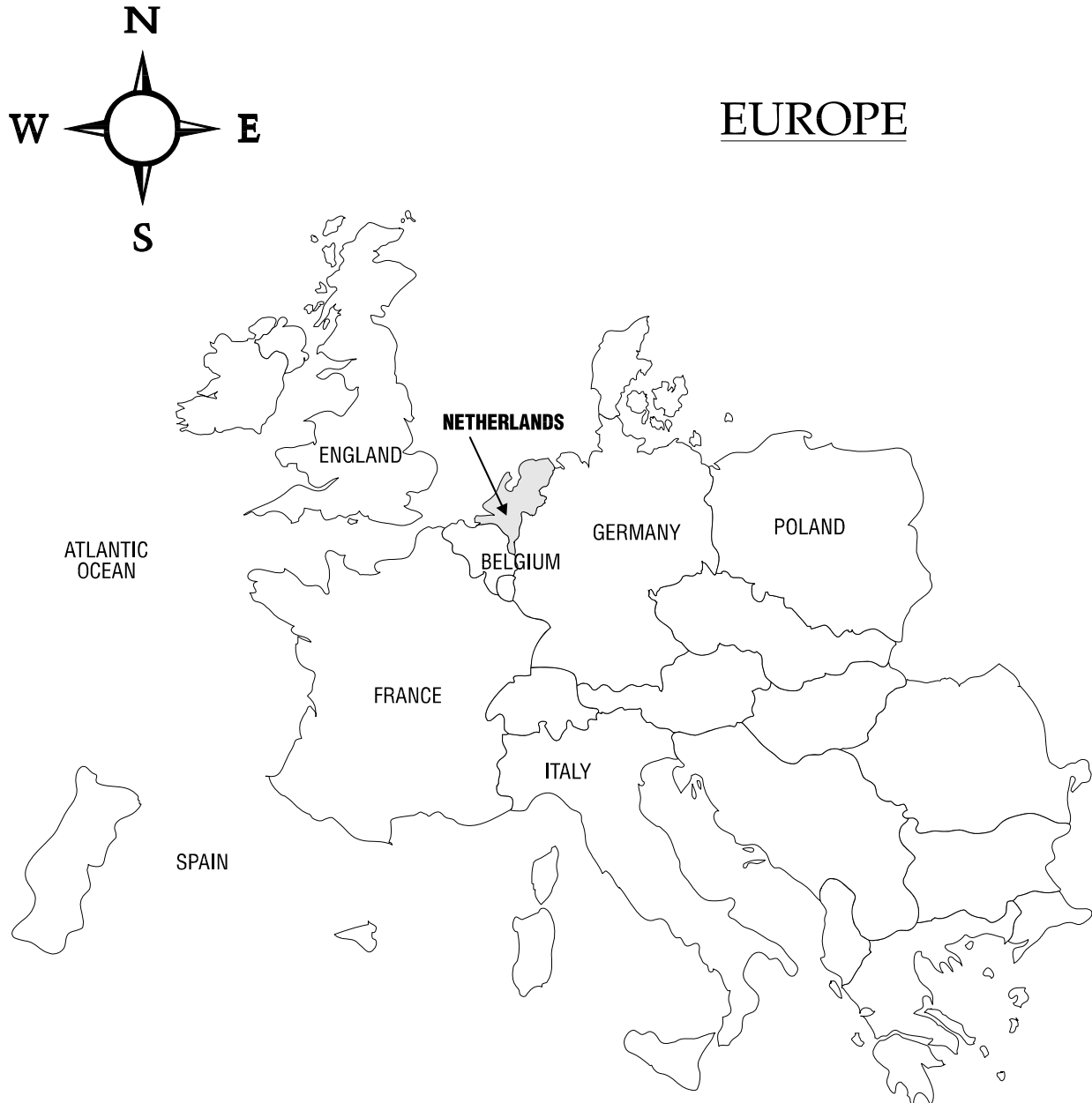
1. Who is the man in the picture on the title page? *Menno Simons*
  2. Look at the map on the next page. Where did he live? *Netherlands, Europe*
  3. Does this man live now? *No, born in 1496-died on January 31, 1561*
3. Have the learners write in any questions in the *What do you Want to Know* section. Have them share these questions with a partner. Do not attempt to answer these questions. Encourage them to anticipate finding the answers as you study the course.

## **What's it About?**

- 1. Who is the man in the picture on the title page?**
- 2. Look at the map on the next page. Where did he live?**
- 3. Does this man live now?**
- 4. What do you think the story will be about?**

***What do you want to know about the story?***

## Where Did It Happen?



**Task 3:** *Activating Prior Knowledge*

1. Put the learners into groups of 3 or 4. Have them discuss the questions on **Workbook pg. 4**. Give them about 10 minutes to discuss.
2. Lead a whole class discussion on what the groups came up with. Project the **Faith SLIDE** and write in some of the ideas.

**Instructor Note:** Project the SLIDE onto a white board so that you can write in some ideas.

**Instructor Note:** The purpose of this task is to find out what the learners already know. Do not attempt to answer these questions for them. If there are a lot of “Don’t Knows”, leave it that way and tell them that we will find out the answers to these questions during the course.

## **FAITH**

- 1. What is faith?**
- 2. What religions can you name?**
- 3. What is a Mennonite?**
- 4. What do Mennonites believe?**
- 5. What is baptism?**
- 6. What is a martyr?**

## Reading the Story

### Focus 2



#### Language Objectives:

- ◆ to **read** the story
- ◆ to **discuss** the main idea

#### Approx Time:

- ◆ 30 minutes

#### Materials:

- ◆ **Dangerous Stand SLIDE**

1. Have the learners turn to **Workbook pg. 5**. Project the **Dangerous Stand SLIDE**.
  2. Ask them to look at the format. Discuss that it is written up like a newspaper story: Title, header, columns, etc.
  3. Ask the learners to expand again on what they think a *Dangerous Stand* is. If they don't know the idiomatic expression, suggest that maybe they will know what it means after you have read the story.
  4. Read the story aloud while the learners follow along in their Workbook.
- Instructor Note:** Do not ask a learner to read it.
5. Ask what they think the main idea is.



# A Dangerous Stand

## **WITMARSUM, NETHERLANDS, 1539**

More and more people were meeting secretly with Menno Simons, a former Roman Catholic priest, to read and discuss the Bible.

These people believed Christians should live as Jesus Christ lived in peace and love, even with their enemies.

They didn't believe they should baptize babies. They baptized people old enough to

make their own choice and to act responsibly.

The government and Roman Catholic Church fiercely opposed these people who followed Menno Simons.

They took away their homes and lands. They threw them into prison and tortured them. They killed thousands by burning or drowning.

Mennonites took a dangerous stand.

## Understanding the Story

### Focus 3



#### Language Objectives:

- ♦ to **answer** true and false statements
- ♦ to **order** sentences
- ♦ to **suggest** titles

#### Approx Time:

- ♦ 60 minutes

#### Materials:

- ♦ **True or False SLIDE**
- ♦ **Sentence Cards** for each pair

#### **Task 1:** *Understanding the Details*

1. Have the learners turn to **Workbook pg. 6** and answer the True or False questions.
2. Have them discuss with another learner the choices they made.
3. Discuss the answers as a whole class. Fill in the answer on the **True or False SLIDE**.

**Instructor Note:** Project the SLIDE onto a white board so that you can fill in the blanks.

4. Illustrate how a false sentence may be changed to make it true with the use of the adverb *not*. Review that *not* is placed after an auxiliary verb or *be* as a main verb.  
*e.g.* Menno Simons did **not** live in Canada.
5. In pairs have the learners make the other False statements True.

#### *Answer Key:*

1. Menno Simons **did not live** in Canada.
4. He and his followers believed Christians **should not kill** their enemies. or He and his followers **did not believe** Christians should kill their enemies.
6. The government and Roman Catholic Church authorities **did not agree** with the Mennonites.
8. **Many** Mennonites were killed for their faith.

## True or False

1. \_\_\_\_ Menno Simons lived in Canada.  
\_\_\_\_\_
2. \_\_\_\_ Menno Simons used to be a Roman Catholic priest.  
\_\_\_\_\_
3. \_\_\_\_ He studied the Bible.  
\_\_\_\_\_
4. \_\_\_\_ He and his followers believed Christians should kill their enemies.  
\_\_\_\_\_
5. \_\_\_\_ His followers are called Mennonites.  
\_\_\_\_\_
6. \_\_\_\_ The government and Roman Catholic Church authorities agreed with the Mennonites.  
\_\_\_\_\_
7. \_\_\_\_ Mennonites lost their homes and land.  
\_\_\_\_\_
8. \_\_\_\_ A few Mennonites were killed for their faith.  
\_\_\_\_\_
9. \_\_\_\_ It used to be dangerous to be a Mennonite.  
\_\_\_\_\_

**Task 2:** *Sentence Ordering*

1. Hand out the **Sentence Cards** to each pair of learners.
2. Have them arrange the sentences in order.
3. Ask the learners to compare with another pair.
4. Have the groups report to the whole class as to the whole order.
5. When finished, have the learners place a number in the Sentence boxes on **Workbook pg. 7**.

*Answer Key*

More and more people met secretly with Menno Simons, a former Catholic priest, to read and discuss the Bible <b>2</b>	They didn't believe they should baptize babies. <b>4</b>	Mennonites took a dangerous stand. <b>9</b>
They took away their homes and land. They threw many into prison and tortured them. <b>7</b>	Witmarsum, Netherlands 1539 <b>1</b>	They killed thousands by burning or drowning. <b>8</b>
They baptized people old enough to make their own choice and to act responsibly. <b>5</b>	The government and the Roman Catholic Church fiercely opposed the followers of Menno Simons. <b>6</b>	They believed Christians should live as Christ lived in peace and love, even with their enemies. <b>3</b>

**Task 3:** *Titles*

1. Have the learners suggest another title for the story.
2. List the suggestions on the board.
3. Have the learners vote on which title they like the best.

More and more people met secretly with Menno Simons, a former Catholic priest, to read and discuss the Bible

They didn't believe they should baptize babies.

Mennonites took a dangerous stand.

They took away their homes and land. They threw many into prison and tortured them.

Witmarsum, Netherlands 1539

They killed thousands by burning or drowning.

They baptized people old enough to make their own choice and to act responsibly.

The government and the Roman Catholic Church fiercely opposed the followers of Menno Simons.

They believed Christians should live as Christ lived in peace and love, even with their enemies.

Sentence Cards

## Working with Words

### Focus 4



#### Language Objectives:

- ◆ to **learn** vocabulary
- ◆ to **learn** antonyms (opposites)
- ◆ to **use** adverbs of manner (ly)

#### Approx Time:

- ◆ 30 minutes

#### Materials:

- ◆ **Story Word Cards** for each pair
- ◆ **Opposite Word Cards** for each pair
- ◆ **Opposite Words SLIDE**
- ◆ **ly Suffix SLIDE**

#### **Task 1:** *Antonyms (opposites)*

1. Hand out a set of the **Story Word Cards** to each pair of learners.
2. Have them find the words in the story on **Workbook pg. 5** and highlight them.
3. Hand out a set of **Opposite Word Cards** and have the learners match the Story Word Cards with the opposite meaning.

Story Word Cards↓

Opposite Word Cards↓

*secretly***openly***enemies***friends***oppose***support***dangerous***safe***live***die***more***fewer***believe***doubt***love***hate***take***give***prison***freedom**

4. Elicit from the pairs which cards were matched.
5. Write the words on the projected **Opposite Words SLIDE**.

**Instructor Note:** Project the **Opposite Words SLIDE** onto a white board so that you can fill in the blanks.

6. The learners may record the findings on their **Workbook pg. 8**.
7. Ask individual learners to read the sentences on **Workbook pg. 6** that were highlighted.





# OPPOSITES

1. openly

---

2. friends

---

3. support

---

4. safe

---

5. die

---

6. fewer

---

7. doubt

---

8. hate

---

9. give

---

10. freedom

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**Task 2:** *Adverbs of Manner*

1. In English, suffixes are added to the end of a word to change the form of word. The suffix, *ly*, added to a descriptive word makes it an adverb, telling how something is done.
2. Ask the learners to find 3 words in the story that end with *ly*. Write them into the **ly suffix SLIDE** when they have been found. Discuss their meaning – how the action was done.

*Suggested Answer Key:*

secretly – **done, made or conducted without the knowledge of others**  
responsibly – **capable of rational thought or action**  
fiercely – **hostile and intense**

3. Have the learners turn to **Workbook pg. 9** and fill in **Section A**.
4. Ask the learners to make adverbs of manner with *ly* with the other words in **Section B** of **Workbook pg. 9**.
5. Elicit the answers and write them into the **ly suffix SLIDE**. Elicit sentences from individual learners.

**Instructor Note:** Project the SLIDE onto a white board so that you can fill in the blanks.

***ly* SUFFIX**

- A. Suffixes are added to the end of a word. The suffix, *ly*, added to a descriptive word makes it an adverb, telling how something is done.

Find three words with the *ly* suffix in the story.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

- B. Change these words into adverbs by adding the suffix *ly*.

Write a sentence using the new word.

1. free \_\_\_\_\_

\_\_\_\_\_

2. quiet \_\_\_\_\_

\_\_\_\_\_

3. safe \_\_\_\_\_

\_\_\_\_\_

4. quick \_\_\_\_\_

\_\_\_\_\_

5. careful \_\_\_\_\_

\_\_\_\_\_

**Task 3:** *Understanding Idioms*

1. Lead a discussion about idioms. They are expressions whose meanings are not predictable from the usual meanings of the individual words.
2. Divide the class into pairs to discuss 'take a stand' on **Workbook pg. 10**.
3. Elicit sentences from each pair and write them on the board.



## Take a Stand

**Choose the best meaning.**

1. take a stand
  - a. get up from a chair or bed
  - b. carry a table
  - c. say what you think

Write a sentence using 'take a stand.'

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**Task 4:** *Spelling*

1. Explain to the learners that there will be an ongoing focus on spelling.
2. Explain how the method works by reading the instructions on **Workbook pg. 13** and **SLIDE**.
4. Give time for the learners to choose **their own** 10 words, assisting when asked.
5. Be sure to check each learners' words to be sure that they have written the word that they intended to write by asking them to read the list aloud to you.
6. Give them time to do their first practice (LCWC) in column 2.

**Instructor Note:**

1. In the first lesson of every week, make time in your lesson plans for a peer testing of the previous week's spelling words and choosing of the words for the week.
  - Ask each learner to dictate the words from their partner's column 1 (old sheet – previous chapter)
  - The partner should write the dictated words in the test column of the new page (new chapter)
  - Each learner self-checks with his/her own 'old' page for accuracy
  - Ask them to write any misspelled words in the WORDS column of the new page (new chapter)
  - Have them add new words until they have 10 words in the WORDS column on the new page (new chapter)
2. Also, give a 5-10 minute segment in the 3<sup>rd</sup> lesson of each week for an individual in-class practice (using column 3).

**WORKING ON SPELLING****LOOK, COVER, WRITE, CHECK**

1. Write 10 words you want to learn to spell in column 1.
2. For Practice #1, two days later, look at the word, say it, cover it, write it in Column 2, and then check it. If you made an error, cross the whole word off and re-write it.
3. For Practice #2, two days after practice #1, go through the same procedure but write it in Column 3.
4. For the test, two days after Practice #2, write the words in Column 4 as someone dictates them to you. If you make an error, add the word to next week's list.

WORDS	PRACTICE #1	PRACTICE #2	TEST

## Working with Language

### Focus 5



#### Language Objectives:

- ◆ to **form** 'wh' questions

#### Approx Time:

- ◆ 50 minutes

#### Materials:

- ◆ Set of **Question & Expected Answer Cards** for each pair
- ◆ **Question & Expected Answer Card SLIDE**
- ◆ **Making Questions SLIDE**

### Task 1: *Making questions*

1. Introduce the importance of being able to ask questions.
  - Point out that there are 2 kinds of questions: those looking for a yes/no response and those that are looking for specific information.
2. Explain that we are going to focus on how to ask for specific information with specific words (interrogative pronouns).
3. Hand out a **set of cards** to each pair of learners.
  - Instruct them to match the interrogative pronoun question word with the kind of answer it is expecting.
  - Ask them to compare their choices with another pair.
  - Elicit responses from the whole class.
  - Project the **Question & Expected Answer Card SLIDE** row by row as you get the responses.



QUESTION WORD ↓	ANSWER ↓
<b>What</b>	<i>thing or concept</i>
<b>Who</b>	<i>person</i>
<b>When</b>	<i>time</i>
<b>Where</b>	<i>place</i>
<b>Which</b>	<i>choice</i>
<b>Why</b>	<i>reason or explanation</i>
<b>How</b>	<i>manner</i>
<b>How many</b>	<i>a number</i>

Question &amp; Expected Answer Card Set/SLIDE

**Task 2:**

1. Put the learners in pairs to choose the appropriate question word for the sentences on **Workbook pg. 11**.
2. Elicit the choices and write them into the **Making Questions SLIDE**.

**Instructor Note:** Project the SLIDE onto a white board so that you can fill in the blanks.

*Answer Key:*

1. Who was Menno Simons? (a former Roman Catholic priest)
2. When did the story happen? (1539)
3. Where did the people meet to read the Bible? (Witmarsum, Netherlands)
4. What did these people believe? (to live as Christ lived)
5. Which people are Christians to love? (even one's enemies)
6. Who opposed the Mennonites? (the government and Roman Catholic Church)
7. How many were killed? (thousands)
8. Why do Mennonites baptize adults? (adults are old enough to be responsible)
9. How were Mennonites persecuted? (land taken, tortured, imprisoned)
10. Why were they called Mennonites? (Menno was their leader)

## Making Questions

1. \_\_\_\_\_ **was Menno Simons?** (*a former Roman Catholic priest*)
2. \_\_\_\_\_ **did the story happen?** (*1539*)
3. \_\_\_\_\_ **did the people meet to read the Bible?** (*Witmarsum, Netherlands*)
4. \_\_\_\_\_ **did these people believe?** (*to live as Christ lived*)
5. \_\_\_\_\_ **people are Christians to love?** (*even one's enemies*)
6. \_\_\_\_\_ **opposed the Mennonites?** (*the government and Roman Catholic Church*)
7. \_\_\_\_\_ **were killed?** (*thousands*)
8. \_\_\_\_\_ **do Mennonites baptize adults?** (*adults are old enough to be responsible*)
9. \_\_\_\_\_ **were Mennonites persecuted?** (*land taken, tortured, imprisoned*)
10. \_\_\_\_\_ **were they called Mennonites?** (*Menno was their leader*)

## Working on Pronunciation

### Focus 6



#### Language Objectives:

- ◆ to **use** wh? intonation
- ◆ to **distinguish** between /v/ and /w/

#### Approx Time:

- ◆ 50 minutes

#### Materials:

- ◆ Questions SLIDE
- ◆ /w/ & /v/ SLIDE
- ◆ Canada Goose SLIDE
- ◆ Listening Worksheet for each learner
- ◆ Mr. Lowe SLIDE

### Task 1: *Intonation*

1. Read the questions on **Workbook pg. 11, Questions SLIDE**. Make sure you use the appropriate pronunciation: final rising-falling.

e.g., Who is Menno Simons?

2. Read the questions again and have the learners repeat each one after you.
3. Ask individuals to read the sentences with appropriate pronunciation.

**1. Who was Menno Simons?**

  
Who Is Menno Simons?

**2. When did the story happen?**

**3. Where did the people meet to read the Bible?**

**4. What did these people believe?**

**5. Which people are Christians to love?**

**6. Who opposed the Mennonites?**

**7. How many were killed?**

**8. Why do Mennonites baptize adults?**

**9. How were Mennonites persecuted?**

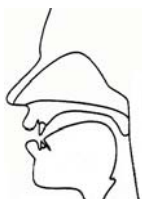
**10. Why were they called Mennonites?**

Questions SLIDE

**Task 2:** /w/ & /v/

1. Point out that often /v/ and /w/ are difficult to distinguish for learners.
2. Explain that
  - /w/ is formed like a short /u/ vowel, but acts as a consonant (we).
  - With the **/w/ & /v/ SLIDE** explain that the tongue is in the same position as /uw/ as in blue but that the /w/ sound requires more energy.
  - The lips are constricted more.
  - While the tongue is in the same position the additional constriction of the lips causes a great deal of turbulence when the breath is expelled.
  - This turbulence and friction is very similar to the turbulence and friction of a consonant.
  - This consonant sound /w/ is **always** followed by a vowel sound.
  - As you say /w/, your tongue and lips shape the vowel sound that follows.
  - Raise the back of your tongue up toward the roof of your mouth (soft palate), but do not touch it.
  - Round your lips, push them out, and relax them as you let air flow out through your lips.
  - Your vocal cords should vibrate
3. Then give the following information on producing /v/:
  - This sound is produced the same way as /f/, except that /v/ is voiced.
  - Lightly but firmly, touch the upper teeth with the inner part of the lower lip.
  - Produce the sound by forcing air out through the opening. Do not stop the flow of air.
  - Your vocal cords should vibrate.
  - Hold your hand in front of your lips to feel the flow of air as you hear it.
4. Have the learners listen as you say a series of words. Have them distinguish between /v/ and /w/sounds. Point out that the /v/ sound is on the right side of the **/w/ & /v/SLIDE** and the /w/ is on the left side. Tell them that if they hear a /v/, they should raise their right hand; if they hear a /w/, they should raise their left hand. Choose words in random order, from both of the lists.

**w**



**v**



**why**

**wet**

**while**

**wheel**

**west**

**wick**

**whale**

**Wally**

**wine**

**vie**

**vet**

**vile**

**veal**

**vest**

**Vic**

**veil**

**volley**

**vine**

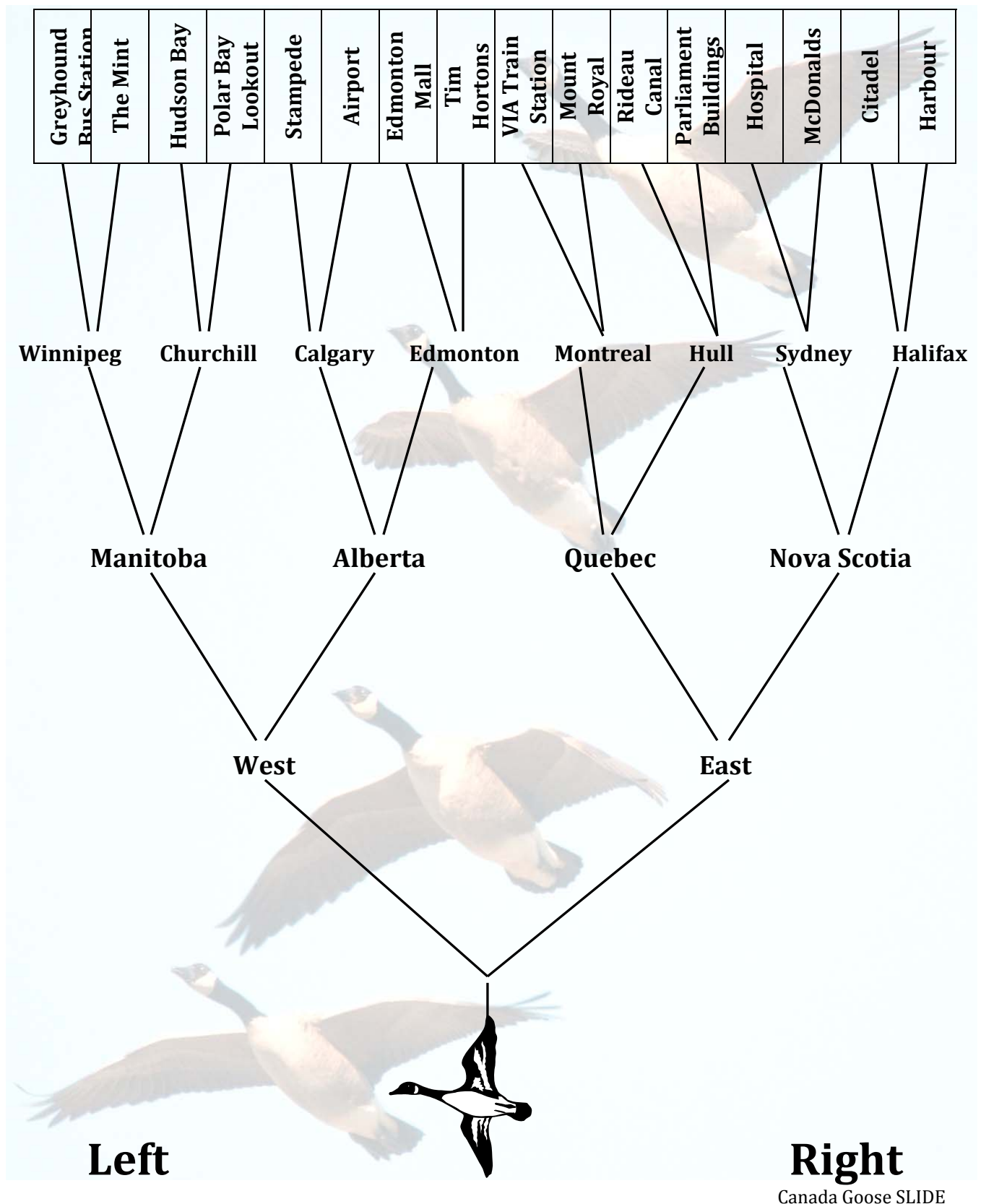
/w/ & /v/ SLIDE

5. Project the **Canada Goose SLIDE**.

- Ask the learners to look at the goose at the bottom of the slide
- Call out four (4) words randomly, one at a time, from the /w/ & /v/ SLIDE
- Explain that if they hear a /v/ sound they should look (fly) to the right or east
- If they hear a /w/ sound they should look (fly) to the left or west
- Check that they arrived at the correct place
- Do this several times
- Ask learners to take a turn being the 'caller'







6. Have learners work in pairs.

- Hand out the **Listening Worksheet** having them fold the **worksheet** in half vertically so that each learner sees only their part of the **worksheet**.
- Learner 1 begins by reading the words 1. – 5.
- Learner 2 listens and marks the words he/she heard.
- Then they switch roles for 6. – 9.
- After they have finished, have them compare the two sides of the **worksheet** to see if they have heard/pronounced the words correctly.

**Instructor Note:** Please note that the words are **NOT** in the same order on both sides of the page. This is to encourage listening and speaking not just getting the 'right' answer by noting which word is bolded.



Partner 1: Pronounce the words in <b>bold</b>	Partner 2: Listen and mark what word you heard
1. vest <b>west</b>	1. west     vest
2. <b>veil</b> whale	2. veil     whale
3. <b>vine</b> wine	3. vine     wine
4. vie <b>why</b>	4. why     vie
5. <b>vile</b> while	5. vile     while
<b>Now Switch Roles</b>	<b>Now Switch Roles</b>
Partner 1: Listen and mark what word you heard	Partner 2: Pronounce the words in <b>bold</b>
6. volley     Wally	6. <b>Wally</b> volley
7. vet     wet	7. <b>vet</b> wet
8. veal     wheel	8. wheel <b>veal</b>
9. Vic     wick	9. Vic <b>wick</b>

Listening Worksheet

7. Project the **Mr. Lowe SLIDE** and make some sentences about the 2 men.

- *Mr. Lowe keeps his vine in the west.*
- *Mr. Love keeps his wine in his vest.*
- Have the learners repeat the sentences after you as you point to the pictures.

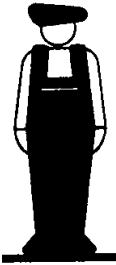




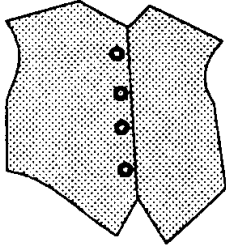
8. Ask various individuals some questions such as

- *Where does Mr. Love keep his wine?*
- *What does Mr. Lowe keep in the west?*
- *Who keeps his wine in his vest?*

9. Point out **Mr. Lowe and Mr. Love Grid** on **Workbook pg. 12**.

- Put the learners into pairs and have them take turns asking *who, what, where* questions about the squares.

**Instructor Note:** If your learners cannot form questions well enough to do this task, this can be done with you asking individual questions.

<p>Mr. Lowe</p> 	<p>vine</p> 	<p>west</p> 	<p>Mr. Lowe keeps his vine in the west.</p>
<p>Mr. Love</p> 	<p>wine</p> 	<p>vest</p> 	<p>Mr. Love keeps his wine in the vest.</p>

Mr. Lowe SLIDE

## Focus 7



- ◆ to **express** an opinion verbally
- ◆ to **express** an opinion in writing

- ◆ 50 minutes

- ◆ **Question Cards** for each group
- ◆ **Question Cards**

**SLIDE**

3. Have the learners take turns in picking up a card, reading the card and answering the question. Have the other learners respond.

2. Ask for volunteers to read their paragraph to the class.

[illegible]

1. What have people been hated for?

2. What do you think causes good men to persecute others?

3. Why do you think Mennonites have survived for 450 years?

4. Do you think it is possible to love your enemy?

5. Do you know people that have experienced persecution? Tell us about them.

6. Do you think we have religious freedom in Canada?

7. Do you think the state should control religions?

8. Is it still dangerous to be a Mennonite?

Question Cards/SLIDE

## Reading a Map

### Focus 8



#### Language Objectives:

- ♦ to read a map

#### Approx Time:

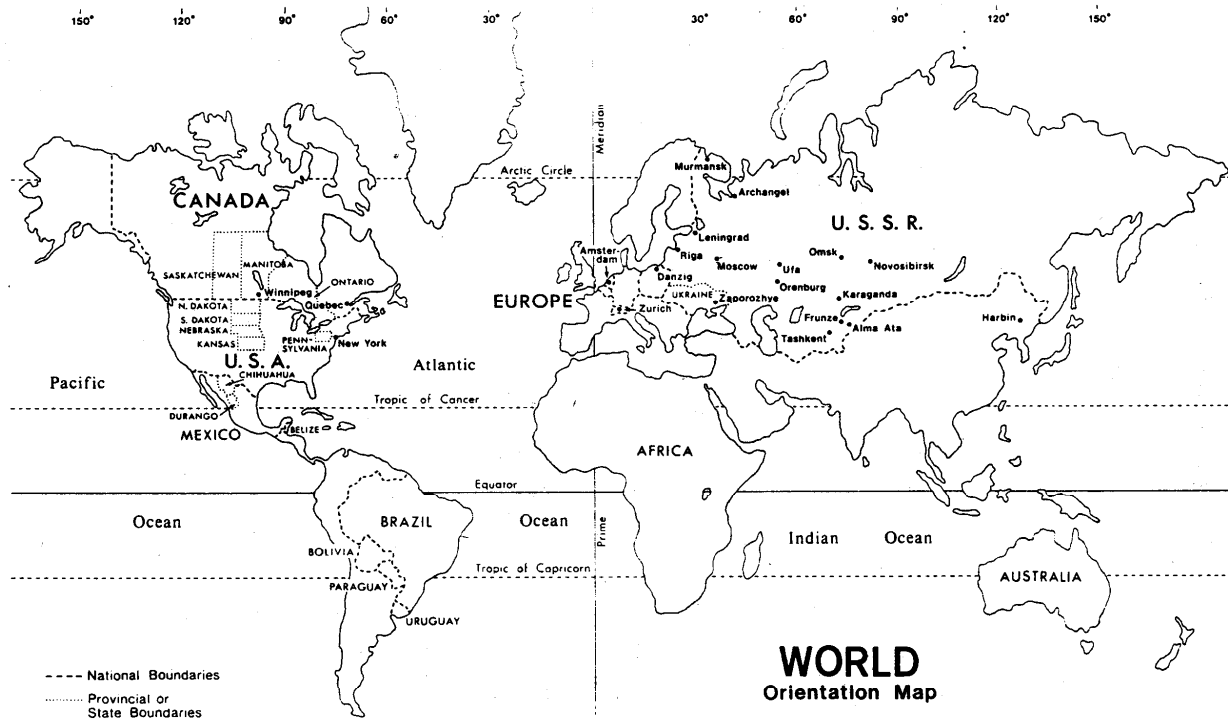
- ♦ 30 minutes

#### Materials:

- ♦ Map Reading SLIDE
- ♦ World Orientation SLIDE

1. Have the learners turn to **Workbook pg. 17**. Project the **World Orientation SLIDE**.
2. Ask individual learners to come to the board and point to the appropriate place on the map as you ask the questions on **Workbook pg. 16**.
  1. Where is **north** on the map?
  2. Where is **east** on the map?
  3. Where is **south** on the map?
  4. Where is **west** on the map?
  5. Find Canada on the map. Is it west or east of Europe? (*west*)
  6. Find your country of origin on the map. What direction is it from Canada?
  7. What is east of the Netherlands? (*Germany*)
3. Ask all the learners to answer #6.





## Learning More

### Focus 9



#### Language Objectives:

- ◆ to discuss a story

#### Approx Time:

- ◆ 30 minutes

#### Materials:

### Task 1: *Love your Enemies*

1. Read aloud and discuss the story of Dirk Williams on **Workbook pg. 18** if your class is at an appropriate level.

#### Love Your Enemies



ASPEREN, HOLLAND, 1569 -- Dirk Willems, a faithful follower of Jesus Christ, was severely persecuted by the Roman Catholic Church. One day the mayor of the town of Asperen sent a thief-catcher to arrest him for having been rebaptized and for letting others be baptized in his home. Dirk Willems escaped by running over dangerously thin ice on the

river, barely making it across.

The thief-catcher, who was in hot pursuit, followed him but broke through the ice. Willems looked back and saw that his pursuer was in danger of drowning. He quickly ran back and helped him out. He saved his life.

The thief-catcher wanted to let Dirk Willems go free, but the mayor of the town very sternly ordered him to remember his promise. The thief-catcher seized Willems right there. After a severe imprisonment and many trials, Dirk Willems was burned to death on May 16th, 1569.

There was a strong wind blowing the day that Willems was executed. It blew the flames away from his upper body as he stood tied to the stake. This caused him to die a very slow and painful death. People in the next town heard him cry out over seventy times, "O my Lord; my God." His body was finally burned up by the fire. He never gave up his faith, but gave his soul into the hands of God.

(Adapted from Braght, Thieleman J. *Martyrs Mirror*. Mennonite Publishing House, Scottdale, PA, 1938, pp.741-742. Translated from the original edition of 1660.)

**Task 2:** *Who are the Mennonites?*

Point out that there is a further reading about the Mennonites on **Workbook pg. 20-21** if they wish to read more.

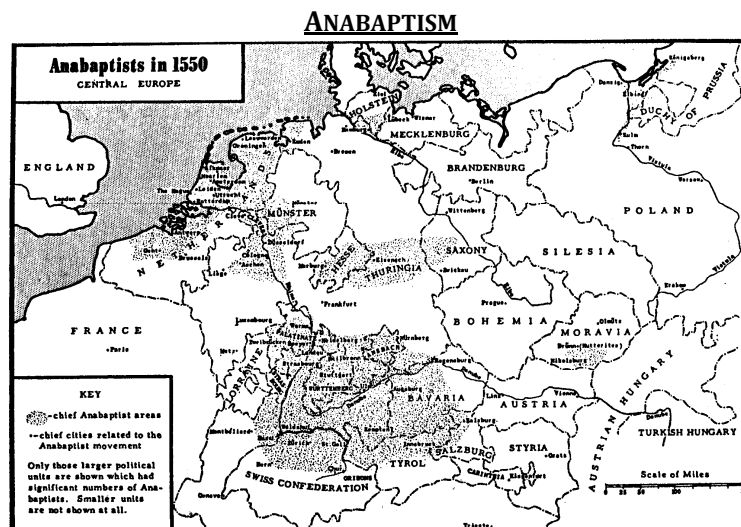
**WHO ARE THE MENNONITES?**

The Reformation of the 1500's was a religious movement that led to Protestantism. It had tremendous impact on social, political and economic life. Its influences are still felt today. Before the Reformation, the Catholic Church had control of all of Europe. It was the universal church, and the Holy Roman emperor claimed to be the secular ruler. Religious reform sprang up in Germany, Switzerland and Holland at about the same time. The Swiss Brethren favoured adult baptism and were called Anabaptists (rebaptizers). They also believed in the separation of church and state. Menno Simons emerged as a leader of the Anabaptist movement in Holland (Netherlands). Adherents there became known as Mennonites. Later on, in Poland, the Swiss and German Anabaptists also adopted the name Mennonite.

The Anabaptist revival of the 16th century is very likely the greatest revival that has happened since New Testament times. It ran into the hundreds of thousands of conversions in continental Europe alone.

Anabaptists were persecuted by both Catholic and Protestant authorities. Between 20,000 and 50,000 men, women and children were martyred during this time in Europe. Many converts, particularly males in their 30s and 40s, met their end within a few years of making a commitment. They knew beyond a shadow of a doubt that their commitment would end in death. Their theology was forged within this context.

(Sources: 1. "Anabaptism," "Reformation" [The World Book Encyclopedia](#), 1990. 2. Dr. Archie Penner, Mennonite theologian.)



John Friesen

## Listening to a Hymn

### Focus 10



#### Language Objectives:


- ♦ to listen to a hymn

#### Approx Time:

- ♦ 15 minutes

#### Materials:

- ♦ CD Player and CD
- ♦ Faith of Our Fathers Hymn SLIDE

1.  Play the hymn, *Faith of Our Fathers*\*, as the learners listen and follow along on **Workbook pg. 19.**

### Faith of Our Fathers

1. Faith of our fathers! living still  
In spite of dungeon, fire and sword;  
O how our hearts beat high with joy  
Whene'er we hear that glorious word!  
Faith of our fathers, holy faith!  
We will be true to thee till death!
2. Our fathers, chained in prisons dark,  
Were still in heart and conscience free:  
How sweet would be their children's fate,  
If they like them could die for thee!  
Faith of our fathers, holy faith!  
We will be true to thee till death!
3. Faith of our fathers! we will love  
Both friend and foe in all our strife:  
And preach thee too as love knows how,  
By kindly words and virtuous life:  
Faith of our fathers, holy faith!  
We will be true to thee till death!

\*sung by Ruth Oommen, Steinbach, MB 1995

2. Lead a discussion on the topic at the bottom of the page:  
*What thoughts does this song express that remind you of what you have learned about the Mennonites in the 1500's?*