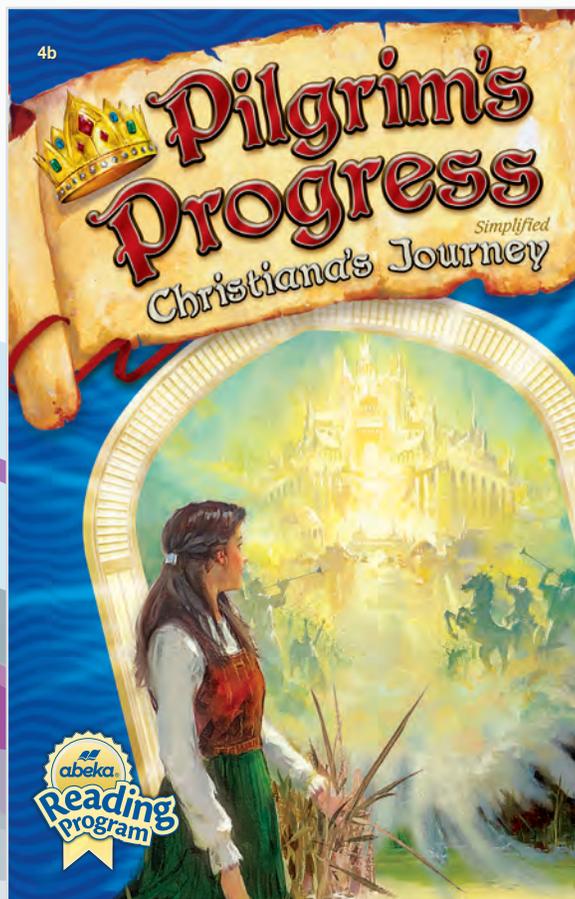


Pilgrim's Progress: Christiana's Journey

Parent Guide



Pilgrim's Progress: Christiana's Journey



... Introduction to the Book ...

Pilgrim's Progress: Christiana's Journey is a simplified allegorical sequel to John Bunyan's *Pilgrim's Progress: Christian's Journey*. Your student will enjoy following Christiana as she faces new and exciting adventures on her journey to the Celestial City. Christiana's Journal in the back of the book gives your student a chance to evaluate, analyze, and record Christiana's travels, as well as record the lessons he learns from Christiana with supporting scriptural proofs.

Your student will strengthen his understanding of symbolism and figurative language and begin to make spiritual application for daily living.

This parent guide for *Pilgrim's Progress: Christiana's Journey* correlates with chapter selections. The notes presented in this guide are designed to help you develop within your student the ability to read well, comprehend the written word, evaluate and analyze, and enjoy and appreciate good literature.

... Goals and Objectives for Pilgrim's Progress: Christiana's Journey ...

The Abeka Reading Program has two main goals: to produce independent readers and writers and to provide quality literary and character-building selections. Upon completing *Pilgrim's Progress: Christiana's Journey*, your student should be able to:

1. Read content with accuracy, smoothness, and expression
2. Recall and retain details throughout a longer work
3. Recall the events of the story in proper sequence
4. Discern how one event leads to another through comprehension of cause and effect
5. Exercise critical thinking through inference, evaluation, and personal application
6. Understand symbolism, figurative language, and application to spiritual life
7. Apply scriptural principle to develop a biblical worldview
8. Attain a larger speaking and listening vocabulary
9. Distinguish correlation between characters' names, actions, and behaviors
10. Journal lessons learned from the characters and places, justifying assertions from the text
11. Journal characters' traits and spiritual applications, justifying assertions from the text.

... Types of Literature ...

The Abeka Fourth Grade Reading Program includes a variety of literature, building a broader foundation for independent reading and writing. *Pilgrim's Progress: Christiana's Journey* highlights the following type of literature.

Allegory: An allegory is a narrative story with characters, events, and places that symbolize abstract ideas, revealing a hidden meaning. *Pilgrim's Progress* is one of the most famous allegories in the English language. In *Pilgrim's Progress*, John Bunyan uses characters, places, and objects to represent the different circumstances in a Christian's life.

...Parts of a Story...

Reading comprehension increases as your student begin to understand the parts of a story and how they work together. Explanations of each of the main parts were presented in the Abeka Third Grade Reading Program and will be reintroduced for review in the fourth grade compilations.

The Comprehension / Discussion questions included throughout the student text and the parent guide train your student to retain as well as interpret information in the text. Questions are both factual and inferential. Notice the use of the following literary and analytical ideas as a basis for understanding the parts of a story.

- **Title** is the name of a story, poem, or book. The title is found before the passage and tells what the passage is about.
- **Author** is the person who writes a story, book, or poem.
- **Main Character** tells whom the story is mainly about. Your student should be able to identify and describe the main character—what he says, does, and how he feels—as well as note changes in or development of his actions and feelings throughout the story.

- **Plot** is the sequence of events in a story. Having your student retell the highlights of the story in context and placing events in the order they occurred helps him understand that when events are out of order, the meaning or outcome changes, becomes unclear, or no longer works.
- **Moral** is the meaning of a story. Determining author intention (why the author wrote the story) will help your student have a better idea of what can be learned from the story. It may be to entertain, to instruct, or to persuade to the author's point of view. Identifying problem / solution will help him formulate solutions to solving problems. Identifying cause / effect will help him understand that one event leads to another, teaching that actions have consequences, whether positive or negative. Understanding this principle will aid him in making right choices.
- **Setting** tells the reader where and when a story takes place. Your student can use the scenery surrounding the characters as well as the actions of the characters to help identify the time period and better visualize the plot. Discussing illustrations included within a selection can aid your student in establishing the setting and assist him with comprehension.

...Understanding Literary Concepts...

The Abeka Reading Program acquaints your student with a number of literary concepts. He will learn terms and definitions and practice recognition of usage. He will complete activities in the back of the student book to assess comprehension of these literary concepts. Your student should be able to apply knowledge of the following concepts to this reader.

- **Climax** is the turning point of a story. Draw your student into the story by stopping at the climax and asking him what he thinks will happen. He should use the facts that have led to the climax of the story to predict coming events.
- **Summary** is a brief retelling of a story, event, or concept in your student's own words. Finding and expressing the main idea(s) of a selection gives him a starting point to summarizing any given selection.
- **Simile** is a form of figurative language that uses the words like or as to draw a comparison from one person or item to another. (Example: The young girl was as brave as a soldier.)

- **Symbolism** is often used in literature to aid in the understanding of a reoccurring theme or key concept. A symbol is a simple item that stands for an important idea.
- **Fiction** stories are not true but describe an imaginary person, place, or event.
- **Nonfiction** stories are true and describe a real person, place, or event.
- **Point of View** describes the perspective from which a story is being told. The speaker, or narrator, of a story determines the point of view. The Fourth Grade Reading Program will introduce your student to two points of view. The narrator may refer to himself as a character in the story, or the narrator may tell the events that occurred to other characters. Using the questions provided and these guidelines, you may want to ask additional comprehension and discussion questions as time and story line allow.

... Features of the Parent Guide ...

Themes

Themes are presented as tools intended to guide your student's comprehension and recognition of important ideas. These themes highlight an appreciation for God's design and recognition of His plan for His people.

Building Character

Highlighting biblical character qualities encourages your student to recognize and develop desirable character traits. Discuss qualities as chapters are read orally.

Reading the Chapter

Guide the development of oral reading skills while your student enjoys reading this novel. Introductions provide thought-provoking questions or brief summaries to build interest and assist with comprehension.

Vocabulary Enrichment

Unfamiliar words are defined in this parent guide. When possible, have your student try to define the words by using clues from the text. Briefly discuss answers with your student, giving correct definition and referring to the text if needed.

Comprehension / Discussion

Questions are listed in this parent guide. Use these questions or others of your own choosing. Interpretive questions marked with an asterisk will challenge your student to consider the material and draw conclusions from it. Ask these discussion and additional comprehension questions as your student read orally.

Enrichment Activities

Comprehension enrichment is included in some chapters. The activities include supplemental Bible reading and creative drawing.

The Pilgrim's Journey

A map of the pilgrims' journey has been included to assist your student when called upon to sequence or summarize main events in the story's plot.

Illustration Observation

Guide your student to deeper-level comprehension of character, setting, and plot through illustration observation and art analysis.

Background Information: Christian's Journey

Information from the Abeka Third Grade novel *Pilgrim's Progress: Christian's Journey* is provided to give parents a general knowledge of the events of the first book in the series. Discussing some of this information with your student will enhance comprehension of setting, characters, and plot in this sequel.

Book Report Preparation: Pilgrim's Progress Journal

Writing activities are included beginning on p. 103. Your student will be invited to journal the characters that Christiana meets, noting traits and providing proof of traits from the text. He will describe places Christiana goes and lessons Christiana learns along the way. The culminating activity includes journaling lessons the reader learns with supporting scriptural proofs to justify answers.

Developing Silent Reading Skills

While most fourth grade reading is completed orally, silent reading is an important skill for young readers to develop. *Pilgrim's Progress: Christiana's Journey* provides opportunity for silent reading. Periodically assign a short selection for your student to read silently followed by questions to assess accuracy and comprehension.

At the completion of silent reading, your student should be able to answer one or two questions about the following:

- Important characters
- Facts the author is conveying
- Main ideas and events of the selection
- Definitions of words in context

Teaching your student to read silently builds confidence in independent work. As he matures, these silent reading skills will prove invaluable when reading to learn.

... **Developing a Biblical Worldview** ...

Because personal philosophy and perception of truth will be the framework that guides a student's choices and interactions with God and others, it is of utmost importance to teach and encourage the development of a biblical worldview within the heart and mind of each student. In Colossians 1:16–17, the Bible teaches that “for by Him were all things created, that are in Heaven, and that are in Earth, visible and invisible, whether they be thrones, or dominions, or principalities, or powers: all things were created by Him, and for Him: and He is before all things, and by Him all things consist.” Believing what Scripture teaches in all areas of life provides the proper framework for victorious Christian living. Exercise in critical thinking and application of practical biblical principles for daily living is woven throughout the student book with enhanced discussion opportunities in the parent guide. As you read each chapter, include meaningful discussion with the purpose of assisting your student in developing a biblical worldview. Look for opportunities where you see the following highlighted:

What Do YOU Think?

These discussion questions will guide your student in deeper application of knowledge and justification of answers for the purpose of developing a biblical worldview.

What Can YOU Do?

Chapters include these creative prompts to encourage your student to live out his faith through thinking about others and sharing God's love with those around them. As time and situations allow, discuss prompts and assist him in carrying out activities.

Symbolism

In the allegory *Pilgrim's Progress: Christiana's Journey*, the author uses symbolism to convey the Gospel of Jesus Christ. This feature has been included to highlight and explain certain symbolic elements throughout the text to elicit from your student a better understanding of the author's intended message and hidden biblical truths.

Scripture Reference

Several Scripture passages are alluded to or implied throughout the book *Pilgrim's Progress: Christiana's Journey*. This feature displays the implied Scripture passages in their entirety as a supplemental reference tool.

Bible Application

Briefly discuss Scripture as it relates to the story line and directly applies to your student's life. Be sensitive to spiritual needs represented in your student as well as the Holy Spirit's working in his heart. He may not yet have accepted Christ as his personal Savior. When a child expresses interest in making spiritual decisions, you can simply talk through scriptural truths to see if he understands or has more questions. When he is ready, encourage him to tell God through prayer what he has learned and what he wants to do. (Perhaps his decision is for salvation. He must recognize God's love and perfection, admit his sin and need for forgiveness, believe that Christ's death and resurrection makes that forgiveness possible, and commit to putting his trust in God for forgiveness and eternal life). If he is not sure what to say, guide him with key words or phrases that are age-appropriate. Explain that once he has placed his trust in God, God is committed to a relationship with him forever, even providing a home with Him in Heaven one day.

... Developing Reading Skills and Fluency ...

As your student transitions from learning to read to reading to learn, fluency is of utmost importance. The ability to read smoothly with speed, accuracy, and proper expression is the framework for cultivating higher levels of meaningful comprehension. Achieving strong reading skills allows your student to focus on what the text means through visualization, evaluation, explanation, and application. As he develops fluency, he will begin to discern truth and formulate his own opinions with the ability to support his answers with sound reasoning.

Daily Assessment of Reading Skills

- **Alertness to Punctuation**—Stopping at a period, pausing at a comma, and showing excitement at an exclamation point will help improve your student's overall comprehension of the story.
- **Accuracy and Attentiveness**—Attention to accuracy will heighten your student's ability to read for meaning. Encourage him to read the text as written rather than substituting, adding, or deleting words in the text, having him reread portions of text he has misread. Give examples demonstrating how the slightest misreading of a text can alter its entire meaning. Keep your student accountable to follow along with his eyes as you read orally.
- **Enunciation, Speed, and Proper Volume**—Enunciation, correct pronunciation, and proper volume will enrich your student's vocabulary and aid in comprehension. Encourage him to enunciate words and phrases clearly. He may need to slow down to accomplish this.
- **Developing Smoothness**—Encourage your student to develop smoothness by reading phrase by phrase in a conversational tone. Ask: *Is this how you would speak to me if you were talking rather than reading?* He may benefit from hearing you read a portion of the story or a few lines of the poem for examples of smooth reading.

Having him reread is also a great way of achieving success while developing smoothness.

- **Poise**—As your student gains fluency and confidence, poise will improve, preparing him for unlimited opportunities for speaking publicly, as well as participating in discussion and collaboration.
- **Expression and Voices of Dialogue**—Proper emphasis of vocal inflection builds confidence in the reader and helps to clue the listener in to important parts of a story line or conversation within a story. Practicing expressive dialogue (sentences in quotation marks, as well as long statements emphasized after a character's name in red), helps your student increase vocal variety—the change in expression, tone, rate, and pitch. Each character may have a different quality to reflect his particular actions or behavior.
- **Analyzing Characters**—Looking for traits that describe the characters throughout the story will help your student understand the characters' roles as well as prepare him to identify moral, symbolism, cause / effect, and problem / solution. Ask: *What do they say? How do they act? How do they feel? or What event causes a change?*
- **Describing Setting**—Understanding the setting surrounding the characters will help paint vivid pictures in the minds of the readers. Point out vivid details of the setting that are described in the different places characters visit. Ask: *What do the characters see, feel, smell, or hear?*
- **Understanding Author's Intent**—Training your student to look for the author's intent or purpose in writing a selection will alert him to the types of information he should be watching for to maximize comprehension. Asking, "Why did the author write this selection?" will help him read for meaning. Many times a narrative is written to teach a lesson. Understanding the author's intent helps your student recognize figurative language and identify the moral of the story.

... Weekly Evaluation of Fluency ...

Give your student one oral reading grade every week. Look for the following qualities:

Accuracy
Enunciation
Smoothness
Alertness to Punctuation

Expression
Comprehension
Volume
Speed
Poise
Attentiveness

Pilgrim's Progress: Christiana's Journey

Note: Thinking questions are marked with an asterisk (*).

🌐 Biblical Worldview 🎨 Illustration Observation

📖 Teaching Notes

Introduction, pp. v–1

Book Introduction —

Be excited as you give *Pilgrim's Progress: Christiana's Journey* to your student.

- Cover: Encourage him to find something in cover art that illustrates title.
- Title page: Have him read title again.
- Back of Title page: Have him read book description.
- Contents page: Point out story titles.

p. 1 —

Reading the Introduction

- Introduce Section: **The story *Pilgrim's Progress* became extremely popular after it was written in the 1600s. Its fame spread, and people of many languages wanted to read the story. Now it has been translated into over 200 different languages. Where did this famous book come from? Our introduction to the book will tell us.**

- Who was John Bunyan? ***He was the author of Pilgrim's Progress.***
- Why can we call John Bunyan a missionary? ***He did what he could to spread the gospel; he wrote a story about how a man could know Christ.***

Background Information

- John Bunyan lived from 1628 to 1688. Many important things happened during his lifetime:
 - ▶ Many people from England, France, the Netherlands, Spain, and other countries were sailing to the New World to build new colonies for their own countries. One of the most important colonies established during this time was Massachusetts.
 - ▶ Civil war broke out in England, and the king of England, Charles I, had to lead an army against his own parliament.
 - ▶ The Great Plague swept across London. Thousands of people became sick and died.

The Pilgrim's Journey, pp. 2–3

p. 2 —

Review Christian's Journey

- Review the events in the life of Christian from the third-grade novel *Pilgrim's Progress: Christian's Journey* as you read this sequel. Give the description of a place. Have student give the name of the place and locate it on the map on pp. 2–3.

Christiana's Journey

- As you read *Christiana's Journey*, follow the map on pp. 2–3 to see locations of the events that influence her and the other pilgrims.

Ch. 1—A Second Dream, pp. 4–8

p. 4 —

🌐 Biblical Worldview

- As you read the chapter, include meaningful discussion with the purpose of developing a biblical worldview. Look for opportunities where you see the following highlighted: Symbolism, Building Character, Theme, Bible Application, Scripture Reference, What Can YOU Do?, and What Do YOU Think?

🎨 Illustration Observation

- Point out the City of Destruction in illustration. Notice a small fire in the center of the city that represents the destruction that comes from staying in this place.

The Pilgrim's Journey

- Have your student locate the City of Destruction on the map, p. 2.
- **City of Destruction:** Christian left this place to begin his journey to the Celestial City.

p. 5 —

Reading the Chapter

- Introduce Chapter: **It's exciting to reminisce about the journey Christian took to the Celestial City, but you'll be intrigued to find out the rest of the story. You might have asked yourself the same question the author asks in this chapter, "What has become of Christian's wife, Christiana?"**

cont. ➔

New Characters

- Introduce new characters for each chapter by having your student read names and meanings. Have him watch for correlation between characters' names and their actions and behaviors. After reading the chapter, assess his reading comprehension with a brief discussion of the significance of the characters' names, proving answers from the text.

Developing Reading Skills and Fluency

- Point out different types of punctuation as your student reads. Stopping at a period, pausing at a comma, and showing excitement at an exclamation point will help improve his overall comprehension of the story.

-
- * As this story begins, who is the narrator or speaker? **the author, John Bunyan**
 - * What is he retelling? **a dream he had**

p. 6 —

- In his dream, who is the speaker or narrator talking to? **a man named "Mr. Sagacity"**
- * Do you suppose Mr. Sagacity can be trusted? Explain your answer. **Yes; his name means "good judgment."**

Vocabulary Enrichment

- * What is meant by "whose mouth does not water at the thought of Christian's riches"? **Answers vary; everyone desires to have Christian's rewards and riches.**

Theme

- Briefly discuss theme and application.
Eternity: *Christian had endured sorrow in the City of Destruction and throughout his journey, but all that changed when he entered the Celestial City. The Bible says in Revelation 21:4, "And God shall wipe away all tears from their eyes; and there shall be no more death, neither sorrow, nor crying, neither shall there be any more pain: for the former things are passed away."*

p. 7 —

- Name some of the "riches" people said Christian has in the Celestial City.
Christian lives in the Fountain of Life (a place where there is no death, sorrow, or grief; there is rest from labor); he has a chain of gold about his neck, a crown of gold with pearls, and a rich dwelling; he eats, drinks, and walks with the King.

Scripture Reference

- The pleasant dwelling refers to the mansions prepared for believers in Heaven. In John 14:2–3, the Bible says, "In My Father's house are many mansions: if it were not so, I would have told you. I go to prepare a place for you. And if I go and prepare a place for you, I will come again, and receive you unto Myself; that where I am, there ye may be also."

p. 8 —

Think About It!

- *1. From whose point of view is this introduction written? **John Bunyan, the author; he is retelling a dream he had.**
2. What had previously happened to a man named Christian? **He made a dangerous journey to the Celestial City where he now lives in peace and wealth.**
- *3. What does the Celestial City represent? **Heaven; eternal life with God**

Symbolism

- Your student will remember that a symbol is something that stands for another more important idea. In this book, John Bunyan included many illustrations that represent principles found in God's Word. Encourage him to watch for biblical symbolism and to practice its recognition as he reads.
- Regarding question number 3, the **Celestial City** represents a real place called Heaven. Those who have trusted Jesus Christ as their Savior will live with Him in Heaven forever.

Psalm 48:2

- Have your student read the Bible verse.
- Briefly discuss application. What does Mount Zion represent? **Heaven**

Ch. 2—Christiana's Choice, pp. 9–14

p. 9 —

🌐 Biblical Worldview

- As you read the chapter, include meaningful discussion with the purpose of developing a biblical worldview. Look for opportunities where you see the following highlighted: Symbolism, Building Character, Theme, Bible Application, Scripture Reference, What Can YOU Do?, and What Do YOU Think?

Reading the Chapter

- Introduce Chapter: **Christiana receives an unexpected message from someone. Now she must make a life-changing decision; what will she do?**

New Characters

- Introduce new characters for each chapter by having your student read names and meanings. Have him watch for correlation between characters' names and their actions and behavior. While reading the chapter, assess his reading comprehension with a brief discussion of the significance of the characters' names, proving answers from the text.

Developing Reading Skills and Fluency

- Have your student study new characters. Ask: *What do they say? How do they act? How do they feel? What event causes a change?* Analyzing these aspects will help him understand the characters' roles throughout the story.
- Have student read.

-
- * What is meant by "said he to me"? **Mr. Sagacity told John Bunyan about Christiana.**
 - * What did Christiana do to "harden her heart"? **refused to listen to Christian, who tried to convince her to go with him**

p. 10 —

- * How did Christiana feel about her husband Christian going over the river? **She felt regret; she knew she and her boys should have gone with Christian on his journey.**
- Describe Christiana's dream. **She saw a broad parchment that revealed all the things she had done; she saw Christian with a harp in his hand bowing before the Prince's feet and the One upon a throne with a rainbow above His head.**

p. 12 —

- * Why do you think Christiana was ashamed after hearing the good news about Christian? **Answers vary; Christiana had sinned, but the Merciful One still invited her to come, and He was willing to forgive her sins.**
- Who does the Merciful One represent? **God**

Bible Application

- The Bible says in 1 John 1:9, "If we confess our sins, He is faithful and just to forgive us our sins, and to cleanse us from all unrighteousness."

Symbolism

- **The Merciful One:** God is the Merciful One. This special name tells us that He has compassion on sinners and forgives those who trust Him.
- There are many different names given to God in His Word. These names tell us something about His character. Can you think of some names from the Bible that are given to God? **Answers vary; Jehovah, Lord of lords, King of kings, Counselor, the Mighty God, the Prince of Peace, Comforter**

p. 13 —

Symbolism

- **Bitter / Sweet:** What do you think the visitor meant by "the bitter is before the sweet"? **Answers vary; there will be trials and tribulations in this life (bitter) before we reach Heaven (sweet).**
- The Bible says in Romans 8:18, "For I reckon that the sufferings of this present time are not worthy to be compared with the glory which shall be revealed in us."
- Romans 5:3–6 says, "But we glory in tribulations also: knowing that tribulation worketh patience; and patience, experience; and experience, hope: and hope maketh not ashamed; because the love of God is shed abroad in our hearts by the Holy Ghost which is given unto us. For when we were yet without strength, in due time Christ died for the ungodly."

-
- Where did the visitor tell Christiana to go first? **the Wicket Gate**

Building Character

- Briefly discuss quality and application.
Faith: *Even though Christiana has not seen God or the Celestial City, she believes that He is the One Who can forgive her and take her to that place.*

p. 14 —

Theme

- Briefly discuss theme and application.
Joy: *Joy doesn't always look like happiness. In this case, the sons cried because they were thankful their mother had chosen to take the journey.*

cont. ➤

Psalm 126:5

- Have your student read the Bible verse.
- Briefly discuss application. Though Christiana is weeping now, she weeps for her sin in regret. She realizes that joy awaits her in the Celestial City.

Think About It!

1. Who was Christiana? *the wife of Christian, the man who traveled to the Celestial City*
2. Why was Christiana upset? *Answers vary; she was sorry for her sins and the way she had treated her husband; she had come to believe the truth of the Book and knew that she was not safe in the City of Destruction.*
3. What news did the visitor bring to Christiana? *He brought her a letter from the King, asking her to come live with Him in His kingdom, the Celestial City.*

-
- * Why is “Christiana’s Choice” a good title for this chapter? *Answers vary; Christiana had to choose to admit her sin and take the journey to the Celestial City.*

What Do YOU Think?

- * How is the King in this story like God? *Answers vary; the King (with a capital K for deity) must be God; He has given Christian a place to live and food to eat, and He lives there too. God has given us the Bible with an invitation to come to Him. Christiana was given a letter from the King to come. They are both merciful.*
- * Give a Bible verse to support your answer. *Possible answers: John 14:2–3; 1 John 1:9; Rev. 21:4; Rom. 8:18*

Book Report Preparation: *Pilgrim’s Progress* Journal

- Throughout the reading of this book, have your student record information in journal on pp. 103–108. He may record names and traits of characters Christiana meets, places and descriptions of where she goes, lessons Christiana learns along the way, and lessons the reader learns with supporting scriptural proofs. Consistent journaling will prepare him to write a book report after the completion of this book.
- **Characters Christiana Meets:** Have student watch for correlation between characters’ names and their actions and behavior. While reading each chapter, assess comprehension with a brief discussion on the significance of the characters, their names, and how they influence the other

characters in the story. Throughout the reading of this book, have student journal his favorite characters and prove his answers by summarizing or citing text including page numbers.

- Character: *Mercy*
- Trait: *compassionate and kind (p. 15), generous (p. 66)*
- Proof of Trait: *“Her heart turned both for Christiana and for her own soul; for what Christiana said had taken hold of her mind.” (p. 17)*

Ch. 3—Mrs. Timorous and Mercy, pp. 15–18

p. 15 —

🌐 Biblical Worldview

- As you read the chapter, include meaningful discussion with the purpose of developing a biblical worldview. Look for opportunities where you see the following highlighted: Symbolism, Building Character, Theme, Bible Application, Scripture Reference, What Can YOU Do?, and What Do YOU Think?

Reading the Chapter

- Introduce Chapter: **Choosing to follow in her husband’s footsteps, Christiana and her four sons prepare to travel to the Celestial City. But will unexpected visitors help or hinder her?**

New Characters

- Introduce new characters for each chapter by having your student read names and meanings. Have him watch for correlation between characters’ names and their actions and behaviors. After reading the chapter, assess his reading comprehension with a brief discussion of the significance of the characters’ names, proving answers from the text.

Developing Reading Skills and Fluency

- Point out dialogue between characters (sentences in quotation marks, as well as long statements emphasized after a character’s name in red). Have student practice vocal variety—the change in tone and rate of speech. Each character may have a different tone to reflect his actions or behavior. Proper emphasis of vocal inflection and expression builds confidence in the reader and helps to clue the listener in to important parts of the conversation.
- Have student read.

p. 16 —

- Was Mrs. Timorous supportive of Christiana's journey? **No, she asked her not to go.**
- What was Christiana's reaction to Mrs. Timorous? **She explained why she and her sons had to go.**

Background from *Christian's Journey*

- Discuss with content on p. 17:
 - Christian encountered **two lions** at the Palace Beautiful. Although he was afraid, he stayed in the middle of the path, and the lions did not harm him.
 - **Apollyon**, another name for Satan, was an enemy Christian defeated in the Valley of Humiliation.
 - **At the Valley of the Shadow of Death**, Christian encountered a deep pit, a narrow path (with quicksand on both sides), and a threatening creature. But Christian remembered God's promise to never leave him and was encouraged to continue on.
 - Christian and his friend Faithful were treated cruelly by the people at **Vanity Fair**. Faithful was put to death but immediately taken by a chariot with horses to the Celestial City.

p. 17 —

Vocabulary Enrichment

- Why would someone refer to another as "fellow"? **Answers vary.**
fellow: friend; companion

-
- * Why didn't Mrs. Timorous want Christiana to leave? **She had only heard about the struggles of the journey; she had not heard all the good things; she was afraid.**

☞ If your student hesitates to answer, ask him to tell what he knows about the character or remind him that he can infer qualities about the characters in this story if he knows the meaning of the character's name.

Theme

- Briefly discuss theme and application.
Hope: *The Bible says in Jeremiah 17:7, "Blessed is the man that trusteth in the LORD, and whose hope the LORD is." Christiana longed to see her husband and know of the great God he served. She chose to trust God with the trials that would come on her journey.*

Symbolism

- **Christiana's Flight:** Christiana leaving the City of Destruction represents a person's decision to follow Jesus and live a new life in Christ.

- **Timorous and Mercy:** Christiana's neighbors represent those who have not yet chosen to follow Christ. Christiana did her best to tell her neighbors what she had decided to do and why. Some people may be led to follow Christ as a result of the testimony of a believer.

p. 18 —

Think About It!

1. How did the neighbors first notice the change in Christiana? **She greeted them unusually, saying, "If you come in God's name, come in."**
2. What did Mrs. Timorous think of Christiana's decision to leave? **Answers vary; she thought Christiana was foolish and that the journey was too dangerous.**
3. Why did Mercy decide to stay with Christiana? **Answers vary; she wanted to hear more of what Christiana had to say; she wanted to find out if it was true.**

John 8:32

- Have your student read the Bible verse.
- Briefly discuss application. It wasn't easy, but Mercy was wise to not listen to Mrs. Timorous. She stayed with Christiana in order to find the truth.

What Do YOU Think?

- * Think of Christiana, Mrs. Timorous, and Mercy. How can we be influenced by the people around us? **Answers vary; Christiana and Mercy could have been easily influenced not to go on the journey because of Mrs. Timorous's comments. We too can be influenced by the conversation of the people around us. Friends can encourage us to follow the Lord and do what is right or persuade us to make bad choices.**

Book Report Preparation: *Pilgrim's Progress* Journal

- Throughout the reading of this book, have your student record information in journal on pp. 103–108. He may record names and traits of characters Christiana meets, places and descriptions of where she goes, lessons Christiana learns along the way, and lessons the reader learns with supporting scriptural proofs. Consistent journaling will prepare him to write a book report after the completion of this book.
- **Places Christiana Goes:** While reading each chapter, assess comprehension with a brief discussion of the significance of the names and descriptions of the places Christiana

goes. Have student watch for correlation between locations visited, the name of each place, and how the place influenced the characters in the story.

Ch. 4—The Wicket Gate, pp. 19–25

p. 19 —

🌐 Biblical Worldview

- As you read the chapter, include meaningful discussion with the purpose of developing a biblical worldview. Look for opportunities where you see the following highlighted: Symbolism, Building Character, Theme, Bible Application, Scripture Reference, What Can YOU Do?, and What Do YOU Think?

Reading the Chapter

- Introduce Chapter: **Christiana has persuaded Mercy to accompany her on the journey. But will Mercy be welcome without an invitation from the King?**

New Characters

- Introduce the new character. After reading the chapter, assess student's reading comprehension with a brief discussion of the significance of the characters' names, proving answers from the text.

Developing Reading Skills and Fluency

- Point out the vivid details of the setting that are described in the different places the characters visit. Ask: *What do the characters see, feel, smell, or hear?* Understanding the setting surrounding the characters will help paint a vivid picture in the mind of the reader.
- Have your student read.

p. 20 —

Scripture Reference

- Psalm 56:8 tells us that our tears are not wasted. "Thou tellest my wanderings: put Thou my tears into Thy bottle: are they not in Thy book?"

Building Character

- Briefly discuss quality and application.

Compassion: *Mercy was concerned about her friends in the City of Destruction. She understood the seriousness of not knowing the truth of God's Word.*

Bible Application

- Guide discussion about the importance and necessity of being a witness to others as Christiana was to Christiana and as Christiana was to Mercy.

p. 21 —

- * What was Mercy's prayer? ***She prayed that her friends would also journey to the Celestial City.***

The Pilgrim's Journey

- Have your student locate Slough of Despond on map, p. 2.

Vocabulary Enrichment

fast: *firm; secure*

staggeringly: *unsteadily*

Scripture Reference

- The words Christiana and Mercy heard as they crossed over the Slough of Despond are also found in Luke 1:45. In this passage, Mary, the mother of Jesus, is speaking to Elisabeth about the coming birth of Jesus. "And blessed is she that believed: for there shall be a performance of those things which were told her from the Lord."

The Pilgrim's Journey

- Have your student locate the Wicket Gate on map, p. 2.

p. 22 —

- What did the pilgrims hear as they stood at the Wicket Gate? ***a dog barking***
- Why did they stop knocking? ***They were afraid of what the dog would do.***

p. 23 —

- * Who do you think is the Keeper of the gate? Explain your answer. ***Answers vary; Jesus. Christiana calls Him "my Lord."***

📖 Your student may be able to predict answer at this point. If not, continue with Illustration Observation discussion and then ask the question again.

📖 Illustration Observation

- Point out the words *unto* and *you* on the stone above the door of the Wicket Gate. The full sentence on the stone reads "Knock, and it shall be opened unto you." Those words come from a verse in the Bible found in Matthew 7:7–8; "Ask, and it shall be given you; seek, and ye shall find; **knock, and it shall be opened unto you:** for every one that asketh receiveth; and he that seeketh findeth; and to him that knocketh it shall be opened."

Theme

- Briefly discuss theme and application.

God's Promises: *God's promises never change. We can know that when we "knock" or ask, He will answer. When we seek Him, we will find what we need in His Word.*

p. 24 —

Scripture Reference

- “Suffer the little children to come unto me, and forbid them not: for of such is the kingdom of God,” is found in Mark 10:14. Jesus was speaking to a group of religious leaders when some parents brought their children to see Him. The disciples tried to send the children away, but Jesus wanted the children to come to Him.

Symbolism

- **Keeper of the Gate:** The Keeper of the gate represents the Lord Jesus.

p. 25 —

Think About It!

1. Why did Mercy weep at the start of their journey? *She was sad for all her friends and family still living in the City of Destruction.*
2. Why was Christiana afraid when they came to the Slough of Despond? *She had heard of the way Christian fell and was almost smothered in the mud.*
3. What happened when Christiana and her children entered the gate? *Answers vary; the Keeper took her hand; music and shouting filled the air; Mercy stood outside and became afraid that she had been rejected by the Keeper of the gate.*

Romans 10:13

- Have your student read the Bible verse.
- Briefly discuss application. Knowing this promise to be true, he should be able to predict what will happen to Mercy.

What Do YOU Think?

- * Can anyone come to Christ for salvation? *yes*
- * Give a Bible verse to support your answer. *Answers vary. Yes, anyone can ask Jesus to forgive them of their sins. The Bible says so in Romans 10:13, the verse on this page. The “whosoever” is anyone that will ask, but not everyone will ask. Other possible verses are John 3:16, Acts 16:31, and Romans 3:23.*
- * What do you think will happen to Mercy? *Answers vary; the Keeper will let her come in.*

Book Report Preparation: *Pilgrim’s Progress*
Journal

- Throughout the reading of this book, have your student record information in journal on pp. 103–108. He may record names and traits of characters Christiana meets, places and descriptions of where she goes, lessons Christiana learns along the way, and

lessons the reader learns with supporting scriptural proofs. Consistent journaling will prepare him to write a book report after the completion of this book.

- **Lessons Christiana Learns:** Have student record lessons Christiana learns along the way. Encourage him to include examples of symbolism in his explanations.

▶ *Christiana realized Christian wanted her to be saved from the city of Destruction. She learned that if she did not change her mind and leave, she would be hindering herself and her sons from going to the Celestial City. The Celestial City represents Heaven and the City of Destruction represents the world.*

Ch. 5—Mercy at the Gate, pp. 26–35

p. 26 —

🌐 Biblical Worldview

- As you read the chapter, include meaningful discussion with the purpose of developing a biblical worldview.

Reading the Chapter

- Introduce Chapter: **What has just happened to Mercy at the gate? Afraid of not being accepted, Mercy is determined to plead for her entrance through the Wicket Gate.**

New Characters

- Introduce the new characters. While reading the chapter, assess student’s reading comprehension with a brief discussion of the significance of the characters’ names, proving answers from the text.

Developing Reading Skills and Fluency

- Have your student read.
- Have him read for meaning with accuracy by having him reread portions of text he has misread. Encourage him to read the text as written rather than substituting, adding, or deleting words in the text. Give examples demonstrating how the slightest misreading of a text can alter its entire meaning.

p. 27 —

- What did Mercy do after the Wicket Gate had closed? *She knocked at the gate and fainted.*
- What did Mercy ask of the Keeper? *She asked the Keeper for grace and forgiveness.*
- How did the Keeper of the gate react to Mercy’s request? *Answers vary; with*

kindness and compassion.

Vocabulary Enrichment

cont.

myrrh: a fragrant substance obtained from a tree found in Africa and the Middle East; used in perfumes and for medicinal purposes; a gift given by Wise Men to the boy Jesus; may have been one of the spices brought by the women to Jesus' tomb

pardon: release from a penalty

Theme

- Briefly discuss theme and application.

Repentance: *The pilgrims were genuinely sorry for their sins. They begged the pardon of the Keeper and asked what they must do to be forgiven.*

p. 29 —

Vocabulary Enrichment

deed: something that is done

- In what ways did the Keeper say that He granted the pilgrims' pardon? **by word and deed**
- * What "word" and "deed" was the Keeper talking about? **"word"—the promises in the Bible and "deed"—Jesus' death and resurrection**
- * What do you think the Keeper showed the pilgrims from the top of the gate? Explain your answer. **The Keeper showed the pilgrims the cross. This is where the "deed" took place.** (See map on p. 2.)

Symbolism

- **The Cross:** For Christians, the cross symbolizes salvation through Jesus Christ. Jesus has taken the punishment for sin through His death on the cross. For the believers, sin no longer keeps them from eternal fellowship with God because they have repented of their sins and accepted the sacrifice made for them.

Theme

- Briefly discuss theme and application.

Forgiveness: *God's unfulfilling promise of forgiveness is recorded in 1 John 1:9: "If we confess our sins, He is faithful and just to forgive us our sins, and to cleanse us from all unrighteousness."*

p. 30 —

Building Character

- Briefly discuss quality and application.

Honor: *Mercy was on her knees before Jesus because she knew she was in the presence of the Lord.*

Can you think of a Bible character who was on his / her knees many times before Jesus? **Mary** (found in Luke 7:36–50)

p. 31 —

- Who does the dog belong to? **the owner of the castle in the distance**
- What was the owner's purpose for the dog? **to scare pilgrims from knocking at the Wicket Gate**
- * Which castle do you suppose this dog would call home? (Have your student reference map, p. 2.) Explain your answer. **Doubting Castle; the name of this castle gives the reader a clue that its purpose is to cause the pilgrims to reconsider their journey and turn back—a beautiful palace would not do that.**

Symbolism

- **The Fierce Dog:** The fierce dog represents fear. 2 Timothy 1:7 says, "For God hath not given us the spirit of fear; but of power, and of love, and of a sound mind."

Vocabulary Enrichment

ignorance: lack of knowledge

- What did Mercy realize? **The Keeper does all things well; the Keeper would help them at just the right time.**

Bible Application

- Mercy begins to realize that she was fearful because she didn't know the Keeper of the gate. She didn't know that He cared for her. She was afraid that she would not be accepted; she didn't realize that she just needed to knock and trust the Keeper. We will understand this more as the journey continues.

p. 32 —

- * Why did Christiana sing? **She was glad she decided to begin her journey to the Celestial City; she was happy to be forgiven.**
- As they walked, what was on the other side of the wall? **a garden with fruit trees**
- Whom did the fruit belong to? **the one who owned the barking dog**

p. 33 —

- Why did Christiana scold the boys for eating the fruit? **The fruit didn't belong to them.**
- Was it wise for the boys to eat the fruit? **no**
- * "When they were gone about two bowshots" has to do with _____.
 - a. describing distance
 - b. what the Malicious Ones were carrying

Silent Reading

- Have your student read silently pp. 33–35 (beginning with “A Reliever Appears”) and then answer Think About It! questions. Allow sufficient time for him to read the selection.
- Assess comprehension and critical thinking throughout this section.
 - 📖 Giving opportunities for silent reading will help your student read faster, increase comprehension, and even improve writing skills.

p. 34 —

What Can YOU Do?

- The enemy will do everything he can to tempt someone to do wrong and cause him to stumble in his Christian walk with God. There are many things you can do to avoid falling into temptation.
 - ▶ Choose godly friends.
 - ▶ Read your Bible and pray every day.
 - ▶ Ask God to help you make wise choices.

Symbolism

- **The Reliever:** The Reliever represents a believer coming alongside another believer to offer help and comfort.

Bible Application

- 1 Peter 4:8–10 encourages us to show love and kindness to others as we are able. It says, “And above all things have fervent charity among yourselves: for charity shall cover the multitude of sins. Use hospitality one to another without grudging. As every man hath received the gift, even so minister the same one to another, as good stewards of the manifold grace of God.”

-
- Why didn’t the Keeper of the gate send a protector for the pilgrims? ***The pilgrims had not asked for one.***

Theme

- Briefly discuss theme and application.

God’s Help: *The Bible says in John 14:14, “If ye shall ask any thing in My name, I will do it.” The Keeper of the gate would have given the pilgrims what they needed if they had asked.*

p. 35 —

- * What did the Reliever mean by “A blessing not asked for often becomes of little value, but when the want of a thing is felt, then he who needs it feels its preciousness”? ***Answers vary. You don’t know how much you need something until you don’t have it; then you realize its value and that it is important enough to ask for it.***
- Why didn’t the pilgrims need to go back to request protection? ***They would be protected in the Lord’s lodgings on their journey.***

Think About It!

1. What caused Mercy to knock loudly at the gate? ***Answers vary; she was afraid to be left behind; she was afraid of the angry dog.***
2. What was the Keeper’s reaction to Mercy’s knock? ***Answers vary; he smiled; he helped her inside the gate and pardoned her sins as he did with Christiana and her sons.***
- *3. Whom does the Keeper represent? ***Jesus Christ***
- *4. What effect did Reliever’s actions have on the pilgrims’ journey? ***Reliever saved the pilgrims from harm at just the right time. He gave them good advice for what they should have done to prevent their problem and what they should do in the future.***

John 6:37

- Have your student read Bible verse.
- Briefly discuss application. John 6:37 is another passage that proves God will not reject anyone who comes to Him.

Book Report Preparation: *Pilgrim’s Progress* Journal

- Throughout the reading of this book, have student record information in journal on pp. 103–108.
- **Lessons I Learned from Christiana:** Have student record lessons he’s learned while reading about Christiana’s journey. Encourage him to support his answers using Scripture. He may look back at verses referenced at the end of each chapter for proof.
- Lesson: ***I can learn the truth about salvation and how to have eternal life. I can lead others to Christ.***
- Support your lesson with scriptural proof. ***“And they said, Believe on the Lord Jesus Christ, and thou shalt be saved, and thy house.” Acts 16:31***

Ch. 6—The Interpreter’s House, pp. 36–45

p. 36 —

⊕ Biblical Worldview

- As you read the chapter, include meaningful discussion with the purpose of developing a biblical worldview.

The Pilgrim’s Journey

- Have your student locate Mr. Interpreter’s House on map, p. 2.

Reading the Chapter

- Introduce Chapter: **When arriving at the Interpreter’s house, Christiana, her four sons, and Mercy are very excited to see the same rooms that Christian had visited. But they are more than just interesting rooms. Let’s find out what is inside them.**

New Characters

- Introduce the new characters. While reading the chapter, assess student’s reading comprehension with a brief discussion of the significance of the characters’ names, proving answers from the text.

Developing Reading Skills and Fluency

- Encourage your student to enunciate words and phrases clearly. He may need to slow down to accomplish this. Enunciation and correct pronunciation will aid in comprehension of this selection.
- Have student read.

p. 38 —

- What was the name of the maiden who answered the door? **Innocent**
- How did Innocent react when she realized Christiana was at the door? **She leaped for joy.**
- Why was she excited to see Christiana? **She had heard about her from Christian and was happy that Christiana chose to make her own journey to the Celestial City.**

Bible Application

- In Luke 15, Jesus told three stories to illustrate the joy that is experienced when a lost person comes to Christ. The joyful greeting Christiana received at Interpreter’s house is similar to the reaction of the woman who found the lost coin, the shepherd who found the lost sheep, and the father whose lost son returned home.

p. 39 —

- What did the pilgrims see in the first room? **a man with a muck-rake**
- What was the man raking? **straws, small sticks, and dust from the floor**
- What was the man with the muck-rake being offered? **a celestial crown**

Vocabulary Enrichment

fable: a fictitious tale; a story that is not true

- * What did Christiana learn from this room? **Answers vary; earthly things and possessions can carry a Christian’s heart away from God.**

Symbolism

- **The Man with the Muck-Rake:** The man with the muck-rake represents a person who is more concerned with earthly riches rather than heavenly riches.
- **Celestial Crown / Straws, Sticks, and Dust:** The man was being offered a celestial crown which represents heavenly riches, but the man was more concerned with the straws, sticks, and dust which represented his earthly possessions.

p. 40 —

- What was inside the best room in the house? **a spider**

Scripture Reference

- A **proverb** is a short, wise saying that expresses useful truths. The book of Proverbs in the Bible is full of these practical wise sayings. “The spider taketh hold with her hands, and is in kings’ palaces” is found in Proverbs 30:28.

p. 41 —

Symbolism

- **The Spider / King’s House:** The spider represents everyone; the King’s house represents Heaven. The spider’s venom represents the power of sin. Sin is deadly. In Romans 6:23, it says, “For the wages of sin is death; but the gift of God is eternal life through Jesus Christ our Lord.” The gift of salvation is the cure for this deadly poison. All we must do is have the faith to accept God’s gift.

- * What lesson did Interpreter teach Christiana about the spider? **No matter what you have done, you can still find forgiveness through faith in Jesus Christ.**
- What was in the next room? **a hen and chicks**
- What was the chick doing? **drinking at the trough and then looking up toward Heaven**
- * What do you think the chick's actions represent? **When we are given blessings from God, we are to show thankfulness.**

Theme

- Briefly discuss theme and application.
- * What theme or moral is evident in the story about the hen and chicks? **thankfulness for God's blessings**

Symbolism

- **The Chick:** The chick's actions represent being thankful for blessings that come from above. James 1:17 says, "Every good gift and every perfect gift is from above, and cometh down from the Father of lights, with whom is no variableness, neither shadow of turning."

p. 42 —

- What was in the Interpreter's garden? **a tree**
- What was strange about the tree? **The leaves were on the tree, but the inside was rotten and gone.**

Symbolism

- **The Tree:** The tree from the Interpreter's garden represents people who speak highly of God but will do nothing for Him. Their words are nice like the leaves of the tree, but there is no love in their hearts for Him.

Bible Application

- We need to be careful of people who may talk like they love God but act like they do not. Their sinful actions may harm us. Matthew 7:15 says, "Beware of false prophets, which come to you in sheep's clothing, but inwardly they are ravening wolves." Only God knows what is in a person's heart. Jeremiah 17:9 says, "The heart is deceitful above all things, and desperately wicked: who can know it?"

p. 43 —

Illustration Observation

- Using one word, how would you describe the illustration of the inside of Mr. Interpreter's house? **Answers vary; comfortable, cozy, welcoming, happy**

p. 44 —

- What did Interpreter do so the pilgrims would be recognized at the places where they were going? **He placed a seal or a mark on the foreheads of the pilgrims.**

Scripture Reference

- Revelation 7:2–3 references servants of God who receive seals upon their heads.
- In Revelation 6:11, believers are given white robes.

p. 45 —

Vocabulary Enrichment

Godspeed: *to wish someone success on a journey*

- At the time Bunyan wrote this story, this expression meant "may God bless or prosper you as you go."

Think About It!

1. How did Interpreter help the pilgrims? **Answers vary; he showed scenes that taught them lessons; he had them washed and fed, and he gave them each a seal and new clothes.**
2. What did the man with a muck-rake represent? **Answers vary; people who care more about earthly things than heavenly treasures.**
3. How did the actions of the chick remind the pilgrims to be thankful? **The chick looked toward Heaven, reminding the pilgrims that good things come from God.**
4. Whom did Interpreter send to guide the pilgrims on their way? **Great-Heart**

Psalm 91:2, 4

- Have your student read Bible verses.
- Quickly read word and definition.
buckler: *a small, round shield carried in the hand or worn on the arm*
- Briefly discuss application. The buckler was a shield designed to be carried by the soldier. He always had it at hand. When we learn God's Word, we take it with us wherever we go, and we can use it at all times to help us be victorious.

Book Report Preparation: *Pilgrim's Progress* Journal

- Throughout the reading of this book, have your student record information in journal on pp. 103–108.

Ch. 7—The Cross and the Hill of Difficulty, pp. 46–52

p. 46 —

🌐 Biblical Worldview

- As you read the chapter, include meaningful discussion with the purpose of developing a biblical worldview.

The Pilgrim's Journey

- Have your student locate the Cross, Tomb, and the Hill of Difficulty on map, p. 2.

Reading the Chapter

- Introduce Chapter: **Today is the big game, and you can't find your glove. You finally find it—outside—ruined from all the rain. Mom had said earlier in the week, "Put away your glove, or it will get ruined outside." Don't you wish you would have done it? Wouldn't it have been easier to put the glove away rather than have to work to replace it?**

The Bible says in Proverbs 13:15, "Good understanding giveth favour: but the way of transgressors is hard." Let's find out what this means to the pilgrims in this next chapter.

New Characters

- Introduce the new characters. While reading the chapter, assess student's reading comprehension with a brief discussion of the significance of the characters' names, proving answers from the text.

Developing Reading Skills and Fluency

- Encourage your student to continue to look for lessons the author is trying to teach. Understanding the author's intent helps him recognize figurative language and apply the moral of the story.
- Have your student read.

p. 47 —

- * What caused Christiana's heart to be ten times more joyous? **It gave her great joy knowing that Christian's burden (sin) fell off when he trusted Jesus as his Savior.**
- How did Christiana feel when she realized what Jesus had done for her? **thankful**

Building Character

- Briefly discuss quality and application.
Thankfulness / Joy: *Christiana was not only thankful but also joyful knowing Jesus cared that much for her.*

Enrichment Activity

- **Scripture Reading:** Read about the sacrifice Jesus made for us on the cross in Matthew 27:32–54.

p. 48 —

🖼️ Illustration Observation

- The pilgrims at the Hill of Difficulty look at the paths taken by many and consider the difficulty that lies ahead.
- Sometimes it is easy to think that we will be better off if we do what we please instead of what we are told to do. Great-Heart cared enough for the pilgrims to warn them of the danger they would face if they chose to take a different path. We should be thankful for those who help us to do what is right even when it is hard.

p. 49 —

Silent Reading

- Have your student read pp. 49–51 silently and answer Think About It! questions on p. 52.
- Allow sufficient time for him to read the selection. Assess comprehension and critical thinking throughout this section.
📖 Giving opportunities for silent reading will help your student read faster, increase comprehension, and even improve writing skills.

Background from *Christian's Journey*

- **Formalist and Hypocrisy** were two men Christian met at the Hill of Difficulty. Both of these men chose to take one of the two byways instead of going up the hill. Because they chose the byways, one was lost in a dark forest, and the other fell in a field among sharp rocks. Neither entered the Celestial City.

-
- What were the two dangerous paths called? **byways**
 - What was placed on the paths to warn pilgrims against taking the byways? **chains, posts, a ditch, a high hedge**

Scripture Reference

- "The way of the slothful man is as an hedge of thorns: but the way of the righteous is made plain" is found in Proverbs 15:19.

p. 50 —

- What happened to the pilgrims while they climbed the difficult hill? **They got tired; Christiana was out of breath. Mercy wanted to sit down, and the youngest son began to cry, but Great-Heart encouraged them to keep going.**

Building Character

- Briefly discuss quality and application.

Trusting God: *Another one of God's powerful promises found in Matthew 11:28–30 says, "Come unto Me, all ye that labour and are heavy laden, and I will give you rest. Take My yoke upon you, and learn of Me; for I am meek and lowly in heart: and ye shall find rest unto your souls. For My yoke is easy, and My burden is light." God asks us to trust Him with our burdens. Even though it was hard, the pilgrims trusted in the Lord as they went up the Hill of Difficulty and found rest when they came to the Prince's arbor.*

- Mercy said rest is sweet to whom? **them that labor; those who work hard**

Background from *Christian's Journey*

- At the **Prince's arbor** (or the park), Christian's scroll fell from his hand as he was sleeping. This scroll was important for entrance at the Celestial Gate. When Christian realized he had lost the scroll, he returned to the arbor to find it.

p. 51 —

- What did Mr. Interpreter give Christiana for their journey? **a piece of pomegranate and a piece of honeycomb**

Vocabulary Enrichment

pomegranate: *a reddish fruit containing many seeds; usually sweet and slightly sour in taste*

p. 52 —

Think About It!

- *1. How does Great-Heart's name reflect his character? **Answers vary; he had a heart of compassion for the pilgrims; he encouraged, helped, and protected them.**
- *2. Why did people try to take a path other than the Hill of Difficulty? **They thought another path would be easier.**
- *3. What did Christiana realize when she came to the cross? **Answers vary; she realized what Interpreter meant by pardon "in deed"; she realized how Jesus pardoned her sins by dying in her place on the cross.**

1 Corinthians 2:9

- Have your student read the Bible verse.
- Briefly discuss application. Those who put Jesus' body on the cross could not imagine what Jesus was about to do for the whole world. This lack of understanding is true for everyone before he becomes a believer. Christiana's joy increased when she came to understand salvation. She began to imagine what God had done and prepared for her. As each believer grows and learns, his eyes are opened to the wonders in God's Word.

What Do YOU Think?

- * In the end, is it always easier to avoid doing something difficult? **no**
- Give an example to explain your answer. **Answers vary; if I put off reading a book for a book report and instead play games or spend time with my friends, I will not have the time needed to complete the reading and write the book report; if I choose to reject God's gift of salvation because living for God seems too hard, I will not have eternal life.**

Book Report Preparation: *Pilgrim's Progress* Journal

- Throughout the reading of this book, have your student record information in journal on pp. 103–108.

Ch. 8—The Giant and the Lions, pp. 53–57

p. 53 —

🌐 Biblical Worldview

- As you read the chapter, include meaningful discussion with the purpose of developing a biblical worldview.

Reading the Chapter

- Introduce Chapter: **As the pilgrims encounter a new enemy, will they be hindered from moving forward? Or will they choose to hold on to God's promises?**

New Characters

- Introduce the new characters. While reading the chapter, assess student's reading comprehension with a brief discussion of the significance of the characters' names, proving answers from the text.

cont. ➔

Developing Reading Skills and Fluency

- Have your student read.
- Emphasize accuracy by giving him the opportunity to correct mistakes as they are made. Dedication to accuracy is foundational for developing fluency—advancing him from “learning to read” to “reading to learn.”

Background from *Christian’s Journey*

- The Palace Beautiful is where Christian met **Mistrust** and **Mr. Timorous**. The words that they spoke to Christian were fearful and untrusting; they caused him to be afraid to continue on his journey.
- * Why was it important that the two were punished? ***They were trying to get Christian to give up.***

p. 54 —

Scripture Reference

- “What shall be given unto thee? or what shall be done unto thee, thou false tongue? Sharp arrows of the mighty, with coals of juniper” is found in Psalm 120:3–4.
-
- Why did the boys cringe behind Great-Heart? ***They were afraid of the lions.***
 - * In the face of danger, how was Great-Heart different from Mistrust and Mr. Timorous? ***He encouraged the pilgrims to go forward, and he drew his sword to help them.***

p. 55 —

Illustration Observation

- Point out the difference in size between Great-Heart and Giant Grim. Do Great-Heart and Giant Grim remind you of two other characters you might have learned about? ***Answers vary; David and Goliath from the Bible***

p. 56 —

- What did Great-Heart call the path that the lions and the giant were on? ***the King’s highway***
- How did Great-Heart overcome Giant Grim? ***He gave him a blow with his sword and brought him to his knees.***

Theme

- Briefly discuss theme and application.
God’s Protection: *The Bible gives comforting words of protection from evil. Psalm 37:39–40 says, “But the salvation of the righteous is of the LORD: He is their strength in the time of trouble. And the LORD shall help them, and deliver them: He shall deliver them from the wicked, and save them, because they trust in Him.”*

p. 57 —

Romans 8:37

- Have your student read the Bible verse.
- Briefly discuss application. Great-Heart was able to conquer Giant Grim because God was on his side.

Think About It!

1. Why were Mistrust and Mr. Timorous punished on the stage? ***They had tried to keep Christian from continuing his journey by frightening him.***
2. Why did the boys hide behind Great-Heart? ***They were afraid of the lions in the path.***
- *3. What made Great-Heart a better traveling companion than Mistrust and Mr. Timorous? ***He was brave and encouraged the pilgrims to keep going. He protected them from the enemy.***

What Do YOU Think?

- * What type of friend is best to have on the Christian journey? ***one who encourages others to do what is right; one who helps in times of trouble***

Book Report Preparation: *Pilgrim’s Progress* Journal

- Throughout the reading of this book, have your student record information in his journal on pp. 103–108.

Ch. 9—The Palace Beautiful, pp. 58–65

p. 58 —

Biblical Worldview

- As you read the chapter, include meaningful discussion with the purpose of developing a biblical worldview.

The Pilgrim’s Journey

- Have your student locate the Palace Beautiful on map, p. 2.
- **Palace Beautiful:** This place was built to protect those who come to it.

Reading the Chapter

- Introduce Chapter: ***It is wonderful to be able to find rest when you are tired! After facing Giant Grim and the lions, rest at the Palace Beautiful is just what the pilgrims needed. What else will happen to them there?***

New Characters

- Introduce the new characters. While reading the chapter, assess student’s reading comprehension with a brief discussion of the significance of the characters’ names.

Developing Reading Skills and Fluency

- Encourage your student to look for traits that describe the characters throughout the story. Ask: *What do they say? How do they act? How do they feel? What event causes a change?* Analyzing these aspects will help him understand the characters' roles throughout the story, as well as prepare him to identify moral, symbolism, cause / effect, and problem / solution.
- Have your student read.

-
- Who greeted the pilgrims at the gate of the Palace Beautiful? **the Porter**

p. 60 —

- * How did the pilgrims feel about Great-Heart leaving them? **Answers vary; sad; disappointed that they had not been more specific with their request; afraid of what dangers they would face without him**
- What was the Porter's name? **Mr. Watchful**

Bible Application

- When Great-Heart returned to the Lord, the pilgrims were left safely in the care of the Porter, Mr. Watchful, at the Palace Beautiful. Christiana and Mercy were at perfect peace in this place of safety. The Bible tells us that we have people in our lives that "watch" out for us to keep us from harm. Hebrews 13:17 says, "Obey them that have the rule over you, and submit yourselves: for they watch for your souls, as they that must give account, that they may do it with joy, and not with grief: for that is unprofitable for you."

p. 61 —

- What did the people of the house do for the pilgrims? **prepared a dinner for them**
- What did the people of the house and the pilgrims do after the meal? **They prayed and ended their prayer with a psalm.**
- In what room did Christiana request to stay? **the room in which her husband had stayed**

p. 62 —

- What did Christiana and Mercy hear? **music**
- * What did the music represent? **a joyful heart**

Bible Application

- The Bible speaks about making music in our hearts. In Ephesians 5:19, it says, "Speaking to yourselves in psalms and hymns and spiritual songs, singing and making melody in your heart to the Lord."

- Psalm 95:1 says, "O come, let us sing unto the LORD: let us make a joyful noise to the rock of our salvation."
- When you are down or discouraged, singing a song of praise to God will encourage your heart and mind.

p. 64 —

- Describe the details of Mercy's dream. **Mercy was troubled; an angel appeared to her, encouraged her with the words "Peace be to thee," and wiped her eyes with his handkerchief; he covered her in silver and gold and placed a chain about her neck, earrings in her ears, and a crown upon her head; he told her to follow him through a golden gate to find One that sat on a throne; she described this place as being bright and twinkling like the stars and the sun; she thought she saw Christiana's husband.**
- * What place was Mercy dreaming about? **Heaven**
- * Who is the One that sat on the throne? **God**

Theme

- Briefly discuss theme and application.
Hope: *Mercy's hope was based on her faith that she would be in the Celestial City one day.*

Vocabulary Enrichment

lovely and sober countenance: *lovely but serious facial expression or appearance*

Symbolism

- **Humble-Mind, Prudence, Piety, Charity:** These maids represented godly influences in a Christian's life. They are kind and give wise counsel to the pilgrims. Would these characters make good friends for you?

p. 65 —

Building Character

- Briefly discuss quality and application.
Kindness: *Great hospitality was given to the pilgrims when they arrived at the Palace Beautiful. Mr. Watchful, Humble-Mind, and the others welcomed them joyfully as they learned that the pilgrims were on their way to the Celestial City.*

Think About It!

1. Why did Great-Heart have to leave once they reached the Palace Beautiful? **He was following the orders from his Lord.**
2. Why did Mercy laugh in her sleep? **Answers vary; she was dreaming that she was in the Celestial City; she was very happy in her dream.**

cont.

Acts 2:26

- Have your student read the Bible verse.
- Briefly discuss application. When we know the Lord as Savior and we are obedient to Him, we can be glad and rest in hope, knowing that God will keep His promises and Heaven is our home.

What Do YOU Think?

- * What does a rejoicing heart and a glad tongue sound like? **Answers vary; someone who is thankful, happy, and speaks with kind words**

Book Report Preparation: *Pilgrim's Progress* Journal

- As time allows, have your student record information in his journal on pp. 103–108. He may record names and traits of the characters Christiana meets, places and descriptions of where she goes, lessons Christiana learns along the way, and lessons the reader learns with supporting scriptural proofs. Consistent journaling will prepare him to write a book report after the completion of this book.

Ch. 10—Trouble in the Palace, pp. 66–73

p. 66 —

🌐 Biblical Worldview

- As you read the chapter, include meaningful discussion with the purpose of developing a biblical worldview.

Reading the Chapter

- Introduce Chapter: **The pilgrims have found peaceful rest at the Palace Beautiful. But what happens when trouble comes, causing Mercy and Christiana to make difficult decisions? Who or what will Christiana rely on? Let's answer these questions as we read this next chapter.**

New Characters

- Introduce the new characters. While reading the chapter, assess student's reading comprehension with a brief discussion of the significance of the characters' names, proving answers from the text.

Developing Reading Skills and Fluency

- Encourage your student to enunciate words and phrases clearly. Enunciation and correct pronunciation will aid in his comprehension of this selection.
- Have student read.

- Why did Mr. Brisk return to visit Mercy? **He wanted to marry her.**

p. 67 —

Scripture Reference

- **Matthew 6:19–21:** "Lay not up for yourselves treasures upon earth, where moth and rust doth corrupt, and where thieves break through and steal: But lay up for yourselves treasures in heaven, where neither moth nor rust doth corrupt, and where thieves do not break through nor steal: For where your treasure is, there will your heart be also."

- * Why did Mercy work so hard? **She wanted to help others; she was laying up treasures in Heaven.**
- * What made Mercy think that Mr. Brisk would not be a good husband for her? **He pretended to be religious but stuck close to the things of the world; the maidens of the house said he pretended to serve the Lord but was a stranger to the truth; Mr. Brisk didn't like that Mercy spent most of her time helping others.**

Theme

- Briefly discuss theme and application.

Friendship: *Mercy was surrounded by people who truly cared for her. They counseled her regarding Mr. Brisk. Because of her wise friends, Mercy was able to make a wise decision. True friends will be honest and want the best for you.*

p. 68 —

- Who was called to help Matthew? **a physician named Mr. Skill**

Vocabulary Enrichment

purge: *to rid of something unwanted*

- Can you tell from the text what *chide* means? **Answers vary; to speak with disapproval; to scold; to correct someone with your speech**

Symbolism

- **Matthew's Illness:** Matthew's illness represents the harm sin can cause to a person. For example, if we hold bitter feelings in our hearts toward another person, we will suffer for it. If we do not deal with these bad feelings, we can become very unhappy people. 1 John 1:9 tells us the way to be free from sin. "If we confess our sins, He is faithful and just to forgive us our sins, and to cleanse us from all unrighteousness." Scripture then gives us a

“prescription” for replacing bitter feelings in Philippians 4:8. “Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, **think on these things**” (emphasis added).

p. 69 —

- What convinced Matthew to take the medicine? **He realized how much he valued his life and family.**
- How did the medicine taste? **It was sweeter than honey.**
- What did Matthew use to help himself walk? **a staff**

p. 70 —

- * Why was it important that Christiana write to Mr. Interpreter? **They needed a guide for the rest of their journey. They had learned that they would not have a guide if they did not ask.**

p. 72 —

Silent Reading

- Have your student read pp. 72–73 silently and answer Think About It! questions on p. 73.
- Assess comprehension and critical thinking throughout this section.
 - 📖 Giving opportunities for silent reading will help your student read faster, increase comprehension, and even improve writing skills.

- Besides Great-Heart, who else joined the pilgrims on their journey? **Prudence and Piety**

Building Character

- Briefly discuss quality and application.

Gratitude: *Christiana was thankful for the new friends she had made. Mr. Watchful along with the maidens gave kind hospitality, Mr. Skill helped Matthew and gave the pilgrims medicine for the journey, and Mr. Interpreter sent Great-Heart to help.*

p. 73 —

Galatians 6:10

- Have your student read the Bible verse.
- Briefly discuss application. Mr. Watchful, the maids, and Great-Heart chose to help and encourage fellow believers. We can make a great difference in the life of another person when we are encouraging.

Think About It!

1. Why did Mr. Brisk visit the Palace? **He wanted to marry Mercy.**
2. What made Mr. Brisk change his mind about Mercy? **Answers vary; he saw that she gave all her goods to the poor instead of selling them for money; he had hoped that she would make him rich with her hard work, but she was more concerned with helping others.**
3. What made Matthew ill? **the unripe fruit he had eaten from the evil one’s garden**
4. Why did Great-Heart return to help the pilgrims? **Christiana wrote a letter to Mr. Interpreter asking him to send Great-Heart with them for the rest of their journey.**

What Do YOU Think?

- * Think of the list Piety gave to Christiana. What would be on your “list” of things to remember when you need comfort? **Answers vary; blessings God has given to you; promises God has made to us; prayer God has answered.**

Enrichment Activity

- **Make a List:** Like Piety’s list, make a list of things your student has seen God do in and through him this year. Include answers to prayer, demonstrations of God’s help, promises kept, etc. He will be encouraged to see God’s loving care pointed out in his daily life.

Book Report Preparation: *Pilgrim’s Progress* Journal

- As time allows, have your student record information in his journal on pp. 103–108.

Ch. 11—The Valley of Humiliation, pp. 74–83

p. 74 —

🌐 Biblical Worldview

- As you read the chapter, include meaningful discussion with the purpose of developing a biblical worldview.

The Pilgrim’s Journey

- Have your student locate the Valley of Humiliation on map, p. 2.
- **Entrance to the Valley of Humiliation:** Here, good friends gave Christian a loaf of bread, a bottle of water, and a cluster of raisins.

cont. ➔

Reading the Chapter

- Introduce Chapter: **It was time for the pilgrims to leave the Palace Beautiful and go down into the Valley of Humiliation. What type of a place will this be?** Discuss meaning of the word *humiliation* and ask your student to consider what the pilgrims will face in this valley. **Do you think that this is a place pilgrims will want to stay?**

New Characters

- Introduce the new characters. While reading the chapter, assess student's reading comprehension with a brief discussion of the significance of the characters' names, proving answers from the text.

Developing Reading Skills and Fluency

- Have student continue to practice vocal variety—the change in tone, rate, or pitch. Each character may have a different voice to reflect his actions or behavior. Proper emphasis of vocal inflection builds confidence in the reader and helps to clue the listener in to important parts of the conversation.
- Have student read.

p. 75 —

- * What were the words on the pillar meant to teach the pilgrims about the Valley of Humiliation? ***It was a warning that each pilgrim, or Christian, is tempted to depend on his own power instead of God's.***

Building Character

- Briefly discuss quality and application.

Humility: *"But we will come again to this Valley of Humiliation." This meant that the pilgrims would every now and then struggle with pride and must humble themselves. Part of growing in Christ as Christians is realizing we can't bear our own burdens—we need God's help. James 4:10 says, "Humble yourselves in the sight of the Lord, and he shall lift you up." Proverbs 29:23 says, "A man's pride shall bring him low; but honor shall uphold the humble in spirit."*

Scripture Reference

- "God resisteth the proud, and giveth grace to the humble" is found in 1 Peter 5:5.
-
- * Why do you suppose some wanted to live in the Valley of Humiliation? ***It was there the pilgrims were most fruitful; a humbled spirit is one to whom God gives grace (1 Peter 5:5); God lifts up the humble (James 4:10); God honors those that have a humble spirit (Proverbs 29:23).***

p. 76 —

- * What lessons can we learn from the boy's song? ***Answers vary; to humble ourselves (trust in Him) and let God be our guide; we can be content knowing Jesus died and rose again, sacrificing Himself to save us from our sins.***

Building Character

- Briefly discuss quality and application.

Contentment: *The Bible says in 1 Timothy 6:6, "But godliness with contentment is great gain." When we live in a way which honors God and are content, we have gained much.*

p. 77 —

- * What did the author mean when he said "For if there pilgrims meet with harm, they forget what blessings they have received from Him who dwells on high"? ***When trouble comes people tend to forget the blessings God has given them.***
- What blessings have the pilgrims already received? ***entrance through the Wicket Gate; realization of salvation through faith; Great-Heart as their guide; rest, kindness, food, good counsel from the people at the Palace Beautiful; medicine / healing from Matthew's illness***
- Have your student name blessings God has given him. ***Answers vary.***
- * How does thinking about salvation "break or melt" one's heart? ***When we stop and think about who we were (sinners without God, deserving punishment) and what Jesus has done for us, it is both heartbreaking and overwhelmingly exciting.***

p. 78 —

- Why did James start to feel sick? ***He was afraid.***

p. 79 —

Symbolism

- **Valley of the Shadow of Death:** The Valley of the Shadow of Death represents times when a Christian may forget his faith in God and His promises due to worry and fear. When we forget God's promises, a "mist" or barrier can fall between us and God, making it hard to know that He is leading us. If we don't follow His leading, we are left searching and insecure. Prayer sets us on the right track again and reminds us that God will never leave or forsake us.

Bible Application

- In the book of Matthew, the Apostle Peter began to doubt God’s protection as he walked on the water to Jesus. But Matthew 14:31 says, “And immediately Jesus stretched forth his hand, and caught him, and said unto him, O thou of little faith, wherefore didst thou doubt?”

Scripture Reference

- In Exodus 14:13, Moses told the people of Israel, “Fear ye not, stand still, and see the salvation of the LORD.” This idea is repeated many times throughout Scripture.

p. 80 —

- * Why do you think Heedless was caught in the snares? **He was not being careful.**
- Which companion escaped the snares of the ditch? **Take-Heed**

Silent Reading

- Have your student read silently pp. 80–83 (beginning with “Honest”) and answer Think About It! questions. Allow sufficient time for him to read the selection.
- Assess comprehension and critical thinking throughout this section.

p. 81 —

- Who did Honest fear Great-Heart was? **one of the robbers who had stolen from a friend**

p. 83 —

Isaiah 41:10

- Have your student read the Bible verse.
- Briefly discuss application. We will face many troubles in this life, but God has promised to be with those who put their trust in Him.

Think About It!

- *1. What word best describes the Shepherd’s Boy in the Valley of Humiliation? **Answers vary; content**
- *2. If the boy was “poor,” why was he thought of as being “rich”? **“Godliness with contentment is great gain.”**
3. Name the dangers that the pilgrims faced in the Valley of the Shadow of Death. **the earth shaking, a beast, the lion, dark mist, and snares**
4. What did Honest do to encourage the young travelers? **Answers vary; he challenged them to have the character of those in the Bible who share their name.**

What Do YOU Think?

- * Think about Matthew, Samuel, Joseph, and James. Is there someone in the Bible you desire to be like? Who? Why?

Answers vary.

Book Report Preparation: *Pilgrim’s Progress* Journal

- Throughout the reading of this book, have your student record information in his journal on pp. 103–108.

Ch. 12—Gaius’s Inn and Vanity Fair, pp. 84–91

p. 84 —

🌐 Biblical Worldview

- As you read the chapter, include meaningful discussion with the purpose of developing a biblical worldview.

The Pilgrim’s Journey

- Have your student locate Vanity Fair on map, pp. 2–3.
- **Vanity Fair:** In Christian’s Journey, worldly pleasures discourage many in this place.

Reading the Chapter

- Introduce Chapter: **Many years have passed since Christiana and the other pilgrims had set out on their journey to the Celestial City. During this time, Mercy and Christiana’s sons have grown up physically and spiritually. Let’s see what adventures await them at Gaius’s Inn and Vanity Fair.**

New Characters

- Introduce the new characters. While reading the chapter, assess student’s reading comprehension with a brief discussion of the significance of the characters’ names, proving answers from the text.

Developing Reading Skills and Fluency

- Encourage your student to continue looking for lessons the author is trying to teach. Understanding the author’s intent will help him recognize figurative language and identify the moral of the story.
- Have student read.

p. 85 —

- * Can you guess the meaning of the riddle? **Answers vary; the more a person gives away, the more he gains.**
- * Does this mean that if you give you will get material things? **Answers vary; sometimes we gain material things, but when we give we are always blessed with joy.**

cont. ➔

- * Can you think of a Bible verse to prove this? **Luke 6:38** *“Give, and it shall be given unto you; good measure, pressed down, and shaken together, and running over, shall men give unto your bosom. For with the same measure that ye mete withal it shall be measured to you again.”*
Acts 20:35 *“I have shewed you all things, how that so labouring ye ought to support the weak, and to remember the words of the Lord Jesus, how He said, It is more blessed to give than to receive.”*

p. 86 —

Scripture Reference

- Proverbs 11:24 says, “There is that scattereth, and yet increaseth; and there is that withholdeth more than is meet, but it tendeth to poverty.”
- Proverbs 13:7 says, “There is that maketh himself rich, yet hath nothing: there is that maketh himself poor, yet hath great riches.”

Symbolism

- **The Good Samaritan:** The Good Samaritan represents Jesus. Notice that *Good Samaritan* is capitalized and the word *His* referring to Jesus is also capitalized.

p. 87 —

- * From Christian’s journey, what do you remember about Vanity Fair? **Christian and his friend Faithful were beaten and placed in chains. They were placed on trial and judged. After being treated very badly, Faithful died and was taken by chariot directly to the Celestial City.**
- * How do you suppose the pilgrims felt about staying at Mason’s house? **Answers vary; relieved to find a safe place to stay.**

p. 88 —

Building Character

- Briefly discuss quality and application.
Grace: *Showing kindness or favor to another person who has done nothing to deserve it—that is grace. This is what Mason and his daughter Grace did for the pilgrims. Jesus showed the greatest act of grace when He died for the sins of all mankind. This was something no one deserved, but He did it for the whole world because of love. If Jesus could do that, then we ought to be able to show grace through simple acts of kindness to others.*

p. 89 —

- Why had the people of Vanity Fair changed since Faithful’s death? **They were ashamed of what they had done.**

- Which girls were married to Samuel and Joseph? **Mason’s daughters Grace and Martha**
- * What do you know about Grace and Martha that would make them good wives? **Grace was known for giving favor or kindness to the undeserving; Martha was known for serving others.**
- * When do wives and mothers need to be able to do this? **Answers vary; all the time**

p. 90 —

- What did the pilgrims do while they stayed in Vanity Fair? **They did us much good as they could.**

p. 91 —

Think About It!

- * 1. How would you describe the pilgrims’ stay at Gaius’s Inn? **It was a happy celebration; Gaius blessed Mercy and each of Christiana’s sons.**
- * 2. How did the pilgrims’ stay at the inn and Mason’s house influence their journey? **Answers vary; Mercy and Matthew were married; Gaius gave his daughter Phoebe to James; Mason gave his daughters Grace and Martha to Samuel and Joseph; they did good for others.**
3. Why were the pilgrims not harmed in the city of Vanity? **Answers vary; the town had changed after they killed Faithful; because Great-Heart and his friends killed the serpent, the pilgrims became well respected in the town.**

Proverbs 27:17

- Have your student read the Bible verse.
- Briefly discuss application. To explain “iron sharpeneth iron,” ask your student to describe how a chef or a blacksmith might sharpen a knife. Ask how this practice of sharpening knives could compare to sharpening the countenance of a friend. **The more the two pieces of iron come into contact with each other the sharper they become; the more contact you have with a friend who loves the Lord the sharper or stronger you will be.**

What Do YOU Think?

- * What kind of an influence do you want to have on others around you? **Answers vary; being a help to others; leading others to understand Who Jesus is**

Book Report Preparation: *Pilgrim’s Progress* Journal

- As time allows, have student record information in his journal on pp. 103–108.

Ch. 13—The Battle at Doubting Castle, pp. 92–96

p. 92 —

🌐 Biblical Worldview

- As you read the chapter, include meaningful discussion with the purpose of developing a biblical worldview.

The Pilgrim's Journey

- Have your student locate the Delectable Mountains and Doubting Castle on map, p. 3.
- **Doubting Castle:** Here, Christian and Hopeful were driven into a dark and dirty dungeon.
- **Delectable Mountains:** Christian and Hopeful were able to eat and sleep here feeling happy and refreshed.

Reading the Chapter

- Introduce Chapter: **The pilgrims discover another wonderful promise of God at the Delectable Mountains. But soon they find themselves face to face with another enemy. Will they be able to easily defeat it?**

New Characters

- Introduce the new characters. While reading the chapter, assess student's reading comprehension with a brief discussion of the significance of the characters' names, proving answers from the text.

Developing Reading Skills and Fluency

- Have your student read.
- Encourage him to enunciate words and phrases clearly. Enunciation and correct pronunciation will aid in comprehension of this selection.

-
- * Describe the setting near the Delectable Mountains. *fine trees growing on both sides of the river, green meadows, sheepfolds, a house to shelter the lambs, a Shepherd*

p. 94 —

- * Whom does the Shepherd represent? How do you know? *The Shepherd represents God / Jesus and how He cares for us. Shepherd is capitalized to show it represents deity.*

Symbolism

- **Shepherd / Sheep:** The Shepherd represents Jesus. The sheep represent all people—the unsaved and believers.

Themes

- Briefly discuss themes and application.
God's Love / Salvation: *John 10:11 says, "I am the Good Shepherd: the Good Shepherd giveth His life for the sheep." God loves us all unconditionally no matter the sin and is always ready to forgive us and accept us into His fold. John 10:16 says, "And other sheep I have, which are not of this fold: them also I must bring, and they shall hear My voice; and there shall be one fold, and one Shepherd."*

-
- Who went to Doubting Castle with Great-Heart to fight Giant Despair? **Christiana's four sons and Honest**

p. 95 —

- Describe Giant Despair's armor. **He had a cap of steel upon his head and a breastplate of fire; he wore iron shoes and held a great club in his hand.**

Symbolism

- **Giant Despair:** Giant Despair represents the temptation to completely lose all hope in despair. Great-Heart was strong in the Lord and had complete trust and confidence that God was on his side, resulting in victory over Giant Despair.

What Can YOU Do?

- Have you ever been discouraged and felt that things would never change and go your way? Maybe it is a difficult subject that you can't seem to understand or maybe there is someone who will not be kind to you no matter what. Here are some things you can do to feel encouraged instead of discouraged:
 - ▶ Don't give up.
 - ▶ Set small goals for difficult tasks.
 - ▶ Talk to someone that can be an encouragement (parents, Sunday school teacher, youth leader, coach, etc.).
 - ▶ Focus on the positive.
 - ▶ Ask the Lord to help you.
- Hide these verses in your heart: "Trust in the LORD with all thine heart; and lean not unto thine own understanding. In all thy ways acknowledge Him, and He shall direct thy paths." —Proverbs 3:5–6

p. 96 —

Think About It!

1. Compare the Shepherd in the Delectable Mountains to God. **Answers vary; God takes care of His children, much like the Shepherd cared for His sheep; He feeds them; He keeps them safe; He brings them back to the fold when they are lost.**
2. What did Honest, Great-Heart, and Christiana's sons do at Doubting Castle? **They fought Giant Despair and destroyed the castle.**

2 Corinthians 10:4

- Have your student read the Bible verse.
- Quickly read definitions.
warfare: trials; troubles
carnal: things of this world; fleshly
- Briefly discuss application. Great-Heart defeated Giant Despair because his hope and trust was in the Lord. We don't fight physical battles like Great-Heart, but we do fight spiritual battles.

What Do YOU Think?

- * What are some spiritual battles we face? **Answers vary; temptation to disobey authority, jealousy, honesty, taking responsibility, discontentment, hatred**
- * Name some spiritual "weapons" we can use to have victory in these battles. **Answers vary; God's Word, prayer, worship and fellowship with other believers, a godly testimony, a contented spirit**

Book Report Preparation: *Pilgrim's Progress* Journal

- As time allows, have student record his final thoughts in his journal on pp. 103–108.

Ch. 14—The Pilgrims Arrive Home, pp. 97–102

p. 97 —

 Biblical Worldview

- As you read the chapter, include meaningful discussion with the purpose of developing a biblical worldview.

The Pilgrim's Journey

- Have your student locate the Enchanted Ground, Land of Beulah, and the Celestial City on map, p. 3.

Reading the Chapter

- Introduce Chapter: **The pilgrims have seen God's promises throughout their entire journey—the promise of protection when encountering the giants and lions, God's everlasting love when seeing the cross, hope when battling at Doubting Castle, and encouragement at the arbor. As Christiana comes to the end of her journey, what she has hoped for comes to pass. What do you think it is?**

New Characters

- Introduce the new characters. While reading the chapter, assess student's reading comprehension with a brief discussion of the significance of the characters' names, proving answers from the text.

Developing Reading Skills and Fluency

- Have your student read.
- Point out the vivid details of the setting. *Ask: What do the characters see, feel, smell, or hear?* Understanding the setting surrounding the characters will help paint a vivid picture in the mind of the reader.

p. 98 —

Symbolism

- **The Enchanted Ground:** This description of the Enchanted Ground represents the Christian who has "fallen asleep" spiritually. When a person is asleep, he is not aware of anything, he is not talking to anyone, and he is not doing anything. Something similar might happen to someone who is spiritually asleep—a Christian who is not aware of God's presence doesn't have the same fellowship he once had with God and does nothing to show others the love of Christ. This is when he can be tempted to think or do what is wrong because he is not paying attention. The Bible says in Matthew 26:41, "Watch and pray, that ye enter not into temptation: the spirit indeed is willing, but the flesh is weak."
- **The Arbor:** The arbor represents a moment of refreshment for believers. It is not a place to stop and lodge but a place to find strength and encouragement along the way.
- Can you think of a time when you were encouraged spiritually? Give an example. **Answers vary; a verse from God's Word was just what was needed; an encouraging word from parents, a godly friend, a youth leader, pastor, or Sunday school teacher.**

- * Using clues from the text, what do you think the map represents? **God's Word**

p. 99 —

- What did the messenger tell Christiana? **Be ready in ten days to come to His presence in clothes of everlasting life.**
- * What did the message mean? **Christiana would die and go to Heaven.**

Enrichment Activity

- **Creative Drawing:** Have your student draw a picture of the setting the pilgrims would have seen in the Land of Beulah. Encourage him to include elements of setting that characters saw, heard, felt, and smelled. **sun shineth night and day; bells rang; trumpets played; the King's gardens filled with flowers, plants, and trees; children giving flowers to the pilgrims**

p. 100 —

- What did Great-Heart tell Christiana before she crossed the river? **"We that are left will come with you to the riverside."**
- What did Christiana see when she entered into the Celestial City? **horses and chariots, trumpeters, pipers, players on stringed instruments, people**
- * Did Christiana's children also go to the Celestial City? How do you know? **Yes; the narrator said that he did not stay until the rest had gone. This implies they must have gone later.**

Themes

- Briefly discuss themes and application.
Heaven / Salvation: What a day that will be when those that have trusted Jesus as their Savior see Him face to face! Knowing that Heaven is your final home is important. Have you accepted Jesus as your personal Savior?

Bible Application

- Guide discussion about the importance of salvation through faith. If you sense the opportunity, you may choose to extend an open invitation to talk with him.

p. 101 —

 Illustration Observation

- This illustration shows Christiana going into the Celestial City. We don't know exactly what Heaven looks like. If needed, remind child that this is just a representation of what the artist thinks Heaven might look like.

p. 102 —

Think About It!

1. How did the pilgrims find their way in the mist? **Answers vary; they listened for the voice of their guide.**
2. Why was it so tempting to sleep on the Enchanted Ground? **Answers vary; the pilgrims were very tired and had traveled a long way; the place looked peaceful.**
3. How did Christiana know it was time to cross the river? **She was sent a message from the Master asking her to come before His presence.**
4. Describe the setting of Christiana entering the Celestial City. **Answers vary; the gates were opened wide and filled with horses, chariots, trumpeters, pipers, singers, players, and many other people.**

1 Corinthians 15:54–57

- Have your student read the Bible verses.
- Briefly discuss application. Jesus won the victory over death and the grave when He arose. This victory replaces the sting of death with the promise of eternal life for every believer in Jesus Christ.

What Do YOU Think?

- * After reading the final chapter, what do you think is God's greatest promise to us? **Answers vary; the promise of salvation; eternal life**

Book Report Preparation: *Pilgrim's Progress* Journal

- As time allows, have student record his final thoughts in his journal on pp. 103–108.