

Perspectives on the World Christian Movement - Review Sheet for Final

4/09 4th Edition v.1 bak

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The exam will consist of 40 objective questions, 13 short answer questions, and **6 short essay questions (choosing from 14 questions)**. It is a timed, "closed book" take home exam that will take 2 (undergraduate) or 2.5 (graduate) hours.

General Preparation:

- Review your lesson reviews and notes.
- Review the lesson guide notes focusing on the sections related to the selected objectives below.

Specific Objectives by Lesson

This review sheet was compiled from the lesson objectives to highlight those specific objectives by lesson that are reflected in the questions on the exam. The objectives with a * indicate short answers which will require you to recall key terms points from memory. **The objectives in bold type are associated with essay questions and will require more thorough preparation.**

Lesson 9

- Differentiate between regular and frontier mission efforts.
- * **Memorize the definition of a people group in reference to evangelization.**
- * Recall how many unimax groups are in the four major cultural blocs of unreached peoples.
- **Describe the importance of "mother-tongue ministry" and "mother-tongue Scriptures" for establishing churches that multiply and endure.**
- **Describe the value of having culturally distinct churches.**
- Explain how good mission strategy express both faith and faithfulness while allowing for the Lordship of the Holy Spirit in mission decisions.

Lesson 10

- * Define culture using Kwast's four layer model.
- Explain why understanding worldview is essential to effective cross-cultural communication.
- Explain how ethnocentrism shapes our perceptions and interactions with other cultures.
- Explain what it means to contextualize the gospel.
- Describe how a redemptive analogy works to help people hear the gospel.
- Explain what can go wrong when surface-level behavior is not accompanied by conviction about deep-level meaning.
- Describe the kinds of encounters that are needed to fully communicate the gospel.
- Explore the need to develop and utilize strategies for cultures that primarily consist of oral learners.

- Explain the value of communicating the gospel through storytelling.

Lesson 11

- Explain how the incarnation of Christ, both His renunciation and identification, serves as a primary model for communicating the gospel.
- Describe how a missionary can begin to establish a sense of belonging in a new culture.
- **Contrast the way the gospel flows in the different social structures found in urban, peasant and tribal societies.**
- Explain the necessity of "bi-cultural" bridges for gospel communication.
- **Evaluate decisions regarding a missionary lifestyle in terms of effectiveness in influencing and identifying with people of the receiving culture.**

Lesson 12

- Describe some of the most critical dimensions of global human need and comprehend the nature of poverty.
- Describe the difference between absolute poverty and relative poverty.
- Explain how poverty results from broken relationships, misuse of power, and fear.
- Explain why and how Christian community development offers greater hope when integrated with church planting.
- **Describe how sustainable change comes about by the power of the gospel and empowered local leadership of new churches.**

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- *Explore the role of missionaries as cultural change agents and their potential long term impact for the Kingdom. (Kietzman and Smalley)*

Lesson 13

- *Explain why and how churches can be fruitful by reproducing other churches.*
- *Explain why and how churches can be fruitful by bringing modest but substantial transformation in local culture and in global problems.*
- *Distinguish between New Testament commands, apostolic practices and human customs. Describe the value of this distinction for church planting.*
- *Explain why evangelizing whole families helps church planting movements multiply rapidly.*
- *Explain why dependency on outside funds frustrates rather than helps church movements to reproduce and influence their society. (How can dependency be avoided.)*
- *Explain why churches need to be “cultivated,” trained, renewed, or even re-planted in order to bear fruit in their peoples and communities.*
- *Describe what makes a church truly indigenous. (Give extra attention to Smalley’s article.)*
- *Recognize the similarities of people movements and reproducing chains of churches. (Give extra attention to reviewing McGravran’s concept of people movements.)*
- *Explain why training leaders is essential to sustaining church planting movements.*

Lesson 14

- *Describe conglomerate churches formed by extraction evangelism and evaluate their potential for multiplying.*
- *Explain how people-specific church planting efforts can lead toward reconciliation and unity.*
- * *Use the C-Spectrum to compare contextualization of new movements. (be able match descriptions with the spectrum)*
- *Define syncretism and describe why it is a necessary risk to plant culture-affirming, Christ-honoring churches.*

- *Explain why a “person of peace” is so critical in beginning Christward movements.*
- *Explain the distinction between an identity as a Christ-follower and a socio-religious identity labeled as a “Christian.”*
- *Evaluate the practicality of focusing on one people group in culturally distinctive churches which aim not to be exclusive or divisive.*

Lesson 15

- *Describe what it means to be a World Christian.*
- *Explain what is meant by a “wartime lifestyle” and why it is important for Christians to adjust their lifestyles for Christ’s global cause.*
- *Describe specific disciplines and practices that help World Christians pursue a life of strategic significance in God’s purpose.*
- * *Describe the integration of business and mission and some of its unique challenges. (Essay focus on BAM)*
- *Describe what makes strategic evangelism and church-planting partnerships work best.*
- *Describe the features of Business as Mission and explain the strategic value of this approach.*

Integrative Essay Topics

- *Be prepared to recall two effective principles for church planting that you learned from the examples in case studies.*
- *Why is church planting central to all that God wants to accomplish through his people?*
- *Identify at least three different types of fruit that healthy churches produce. (They are all indicated in lesson thirteen.)*