HISTORY · GRADES 9–12 · ONE SCHOOL YEAR

Early Modern History: Renaissance, Reformation and Revolution

First edition | 9 units | 36 lessons | 36 videos | Primary sources

Quick reference: **Western Civ 1** · **Constitution**

> SIDE PATH: SEE IT.
>
> **Layered History Timeline, 500 B.C. to A.D. 1800**
>
> Empires and dynasties, documents, events and people in four lanes on one zoomable page, so you can see who and what overlapped.
>
> Search for a name, jump to a century, and tap any item for a short summary and a link to its lesson. Start with Luther's Ninety-five Theses.

FIRST EDITION

Course guide

Early Modern History is the third of four high school history courses at School Launch. It runs from Florence about 1450 to the Congress of Vienna in 1815, the age that made the modern world: printing, the ocean voyages, the Reformation, modern science, the nation-state, the American republic and the French Revolution.

Every lesson reads primary sources: Machiavelli, Erasmus, Luther, Calvin, Latimer, Milton, Bunyan, Bacon, Pascal, Locke, Edwards, Wesley, the Founders and Napoleon. Most are linked free in the Classics Library. Church history runs through every unit, and each lesson closes with a verse from the King James Bible.

The age is judged fairly by its own standards and by Scripture. The Reformation is taught from the Protestant side with fairness to Rome; the conquest of the Americas and the slave trade are named plainly, and so are the Christians who opposed them; the American and French Revolutions are compared on their own terms.

> Most lessons have a short video from an approved channel, and many have a backup. Every video is optional; the lesson stands on its

> own, and a few lessons have no video because none fit well enough. Videos play in YouTube's privacy-enhanced player. Preview each one first and stay nearby, since YouTube shows its own recommendations around it.

Start with Lesson 1.1 →

Who it is for

Grades 9–12; best in Grade 11. Assumes a student who reads well and can write a short essay; Ancient and Medieval History are helpful but not required. Pairs with Composition 11 and the American literature year.

How to use this course

1. Each lesson takes four sessions of 30–50 minutes: (1) the story, the video and the picture study; (2) the primary source, read aloud and marked; (3) practice and Worksheet A; (4) the timeline and map notebook and a written paragraph.
2. Worksheet B is for review before the unit test. Answer keys print separately for the parent.
3. Keep one notebook all year for the timeline and maps. It becomes part of every unit project.

Scope and sequence

UNIT 1 · WEEKS 1–4

The Renaissance

Florence and the Medici; humanism and Erasmus; Machiavelli; Gutenberg and printing.

- **1.1** Florence and the Medici
- **1.2** Humanism and Ad Fontes
- **1.3** Machiavelli
- **1.4** Gutenberg and Printing

UNIT 2 · WEEKS 5–8

Exploration and Conquest

Portugal and the ocean; Columbus and 1492; Cortés, Pizarro and Las Casas; missionaries east and west.

- **2.1** Portugal Opens the Ocean
- **2.2** Columbus and 1492
- **2.3** Cortés, Pizarro and Las Casas
- **2.4** Missionaries East and West

UNIT 3 · WEEKS 9–12

The Reformation

Luther; Zwingli, Calvin and the Anabaptists; the English Reformation; Trent and the Catholic Reformation.

3.1 Luther

3.2 Zwingli, Calvin and the Anabaptists

3.3 The English Reformation

3.4 Trent and the Catholic Reformation

UNIT 4 · WEEKS 13–16

Wars of Religion and the Modern State

Philip II, Elizabeth and the Armada; the Thirty Years' War; Puritans, civil war and 1688; absolutism.

4.1 Philip II, Elizabeth, Lepanto and the Armada

4.2 The Thirty Years' War and Westphalia

4.3 Puritans, the Civil War and 1688

4.4 Absolutism

UNIT 5 · WEEKS 17–20

The Scientific Revolution

Copernicus and Galileo; Kepler and Newton; Bacon and Descartes; Pascal.

5.1 Copernicus and Galileo

5.2 Kepler and Newton

5.3 Bacon and Descartes

5.4 Pascal

UNIT 6 · WEEKS 21–24

The Atlantic World and the Great Awakening

Jamestown and Plymouth; the Atlantic slave trade; the Great Awakening; the Ottomans, Mughals, Qing and Tokugawa.

6.1 Jamestown and Plymouth

6.2 The Atlantic Slave Trade

6.3 The Great Awakening

6.4 The Ottomans, Mughals, Qing and Tokugawa

UNIT 7 · WEEKS 25–28

The Enlightenment

Hobbes and Locke; Montesquieu and Voltaire; Rousseau; Adam Smith.

7.1 Hobbes and Locke

7.2 Montesquieu and Voltaire

7.3 Rousseau

7.4 Adam Smith

UNIT 8 · WEEKS 29–32

The American Founding

Toward independence; the war and Washington; the Constitution; the Bill of Rights and religious liberty.

8.1 Toward Independence

8.2 The War and Washington

8.3 The Constitution and Ratification

8.4 The Bill of Rights and Religious Liberty

UNIT 9 · WEEKS 33–36

Revolution, Napoleon and Abolition

The French Revolution and the Terror; Napoleon; Wilberforce and abolition; Waterloo and Vienna.

9.1 1789 and the Terror

9.2 Napoleon

9.3 Wilberforce and 1807

9.4 Waterloo and Vienna (1815)

How dates are given

All dates in this course are A.D. Uncertain dates are marked “c.” (*circa*, about). Rulers are given with the years of their reigns.

Primary sources and the Classics Library

Readings are linked free where they exist in the Classics Library, among them The Prince, Luther, Calvin, Paradise Lost, Pascal, Locke, Edwards and the Federalist. Short passages the Library does not yet hold are named with a standard edition.

The Reformation in this course

The course teaches the Reformation as a recovery of the Gospel of grace from Scripture, and it treats Roman Catholic teaching fairly from its own documents, such as the decrees of Trent. Students learn what each side taught and why, and they read the sources for themselves.

Where this course fits

It follows Medieval History and pairs with Composition 11. Next year is Modern History.

Materials

A King James Bible

Or the KJV in the Classics Library.

A bound notebook

For the timeline and maps, kept all year.

An outline map set of Europe, the Atlantic and the world

Printable maps are fine.

The Classics Library

Free online; most readings are there.

Grading

Grades come from worksheets and practice, written work from the primary sources, unit tests, unit projects and exams.

PART	%
Worksheets and practice	**20**
Primary-source work and written paragraphs	**20**
Unit tests	**25**
Unit projects (scored on the rubric)	**15**
Midterm and final	**20**

Scale: A 90–100, B 80–89, C 70–79, D 60–69, F below 60.

- Sample answers show what to look for. Accept other answers that are accurate and supported by the sources.

A note to parents

You do not need to be a historian to teach this course. Read the lesson with your student, keep the Bible open, and ask the five source questions as often as you can.

Some sources describe war, slavery and sacrifice plainly, because they happened. Each one is named for what it is and judged by Scripture.

UNIT 1

The Renaissance

In the fifteenth century the cities of Italy, rich from trade and banking, turned back to the writers and artists of Greece and Rome. Scholars cried *ad fontes*, "to the sources"; artists studied nature and the human form; Machiavelli wrote a new and troubling science of power; and a German goldsmith's printing press spread it all across Europe.

Students read Vasari, Erasmus and Machiavelli's *The Prince*, and study Brunelleschi's dome and a page of the Gutenberg Bible.

PREREQUISITES

- Unit 1 of this course.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can explain why the Renaissance began in Italy, and describe the Medici and Florence.
- ☐ I can explain humanism and the meaning of ad fontes.
- ☐ I can summarize and judge Machiavelli's teaching.
- ☐ I can explain how printing changed Europe.
- ☐ I can judge the Renaissance fairly, neither as pure rebirth nor as pagan decline.

LESSONS IN THIS UNIT

1.1	**Florence and the Medici**	Four sessions, 30–50 minutes each
1.2	**Humanism and Ad Fontes**	Four sessions, 30–50 minutes each
1.3	**Machiavelli**	Four sessions, 30–50 minutes each
1.4	**Gutenberg and Printing**	Four sessions, 30–50 minutes each

Unit 1 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. **2 pts** **Lesson 1.1**

   Name two reasons the Renaissance began in Italy.

PART A · TERMS AND PEOPLE

2. **2 pts** **Lesson 1.1**

   Who ruled Florence from 1434?

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 1.1**

   When was the dome finished?

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 1.2**

   What does ad fontes mean?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 1.2**

   What did Lorenzo Valla prove?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 1.2**

   What is the Vulgate?

PART A · TERMS AND PEOPLE

7. **2 pts** **Lesson 1.3**

   Who preached reform in Florence in the 1490s?

PART A · TERMS AND PEOPLE

8. (2 pts) **Lesson 1.3**

What happened to Savonarola?

PART A · TERMS AND PEOPLE

9. (2 pts) **Lesson 1.3**

Is it safer to be feared or loved, according to The Prince?

PART A · TERMS AND PEOPLE

10. (2 pts) **Lesson 1.4**

What was his first trade?

PART A · TERMS AND PEOPLE

11. (2 pts) **Lesson 1.4**

What was the press adapted from?

PART A · TERMS AND PEOPLE

12. (2 pts) **Lesson 1.4**

What are incunabula?

PART B · DATES AND ORDER

13. (4 pts) **Lesson 1.1**

Put in order, earliest first: Brunelleschi's dome is finished; Erasmus publishes the Greek New Testament; Printing presses in about 250 towns; The Medici return to Florence.

PART B · DATES AND ORDER

14. (4 pts) **Lesson 1.2**

Put in order, earliest first: The Medici are expelled from Florence; The contest for the dome of Florence; Machiavelli writes The Prince; Savonarola is executed.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 1.3**

Put in order, earliest first: Lorenzo the Magnificent begins to rule; Erasmus publishes the Greek New Testament; Cosimo de' Medici takes control of Florence; Printing reaches Italy.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 1.4**

Put in order, earliest first: Printing presses in about 250 towns; Cosimo de' Medici takes control of Florence; Savonarola is executed; Printing reaches Italy.

PART C · READING SOURCES

17. **10 pts** **Lesson 1.1**

The psalmist says, "Except the LORD build the house, they labour in vain that build it" (Psalm 127:1). (a) How might the builders of Florence's cathedral have understood this verse? (b) What danger did Renaissance patrons face in building for their own glory? (c) How can a Christian artist work for God's glory?

PART C · READING SOURCES

18. **10 pts** **Lesson 1.2**

Luke says the Bereans "received the word with all readiness of mind, and searched the scriptures daily, whether those things were so" (Acts 17:11). (a) What did the Bereans do? (b) How is that like the humanist cry ad fontes? (c) How did Erasmus make this possible for more people?

PART C · READING SOURCES

19. **10 pts** **Lesson 1.3**

Proverbs says, "It is an abomination to kings to commit wickedness: for the throne is established by righteousness" (Proverbs 16:12). (a) What establishes a throne, according to this verse? (b) What does Machiavelli say keeps a prince in power? (c) Which view does history support better? Give an example.

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 1.4**

Locate or describe: Florence, Rome, Venice, Milan, Mainz, Rotterdam, Basel and Wittenberg.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 1.4**

Essay (400–500 words): The humanists cried ad fontes, “to the sources.” How did that cry serve both the Renaissance and the Reformation? Use Erasmus, printing and at least two primary sources.

ANSWER KEY

1. The ruins of Rome, wealth from trade and banking, competing city-states, patrons, Greek scholars arriving (any two).
2. Cosimo de' Medici.
3. 1436.
4. To the sources.
5. That the Donation of Constantine was a forgery.
6. Jerome's Latin Bible.
7. Savonarola, a Dominican friar.
8. He was hanged and burned in 1498.
9. Feared, if one cannot be both.
10. Goldsmith.
11. The wine press.
12. Books printed before 1501.
13. Brunelleschi's dome is finished (1436); Printing presses in about 250 towns (1500); The Medici return to Florence (1512); Erasmus publishes the Greek New Testament (1516).
14. The contest for the dome of Florence (1418); The Medici are expelled from Florence (1494); Savonarola is executed (1498); Machiavelli writes The Prince (1513).
15. Cosimo de' Medici takes control of Florence (1434); Printing reaches Italy (1465); Lorenzo the Magnificent begins to rule (1469); Erasmus publishes the Greek New Testament (1516).
16. Cosimo de' Medici takes control of Florence (1434); Printing reaches Italy (1465); Savonarola is executed (1498); Printing presses in about 250 towns (1500).
17. (a) That their work was in vain unless offered to God and blessed by him. (b) That art and building could become monuments to their own pride and wealth. (c) By doing excellent work as service to God and neighbor (Colossians 3:23).
18. (a) They checked Paul's preaching against the Scriptures themselves. (b) Both go back to the original sources to test what is taught. (c) By printing the Greek New Testament and urging translation into every language.
19. (a) Righteousness. (b) Being feared, appearing good while acting as needed, and breaking faith when useful. (c) Answers vary; for example, Cesare Borgia's state

collapsed quickly, while just rulers were often long remembered.

20. Florence on the Arno in Tuscany; Rome on the Tiber; Venice on its lagoon at the head of the Adriatic; Milan in the Lombard plain; Mainz on the Rhine in Germany; Rotterdam in the Low Countries near the mouth of the Rhine; Basel on the Rhine where Switzerland meets France and Germany; Wittenberg on the Elbe in Saxony.
21. Look for: the recovery of Greek and Latin texts; Erasmus' Greek New Testament (1516); the press spreading books cheaply; Luther's use of Erasmus' text; Machiavelli as a different use of the classics; fair judgment. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: A RENAISSANCE PICTURE STUDY PORTFOLIO

Choose four works of Renaissance art or architecture (for example Brunelleschi's dome, Masaccio's Trinity, Michelangelo's David, Raphael's School of Athens, Dürer's Praying Hands or a Van Eyck). For each, write a picture study of 200–250 words: title, artist, date and place; what you see; what it shows about the Renaissance; and how it relates to Scripture or the faith.

Close with a 300-word essay: what did the Renaissance owe to the Middle Ages, and what was new?

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The portfolio	4: four works, each accurately described and well interpreted, with a thoughtful essay. 3: three works or a thin essay. 2: two works or careless description. 1: missing.
Timeline and map	4: the unit's pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 1 · THE RENAISSANCE · LESSON 1.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

1.1 Florence and the Medici

OBJECTIVES

- Explain why the Renaissance began in Italy.
- Describe Florence and the Medici family.
- Describe Brunelleschi's dome and the new art of the Renaissance.

Warm-up. For over a century the cathedral of Florence stood with a great hole in its roof, because no one knew how to build a dome so wide. What would it take to solve such a problem?

WATCH

Dissecting Botticelli's Adoration of the Magi - James Earle

TED-Ed · 3:12

https://www.youtube.com/watch?v=r8ffs_MeY5M

> **WHEN TO WATCH**
> With the Core idea on the Medici.

Note: TED-Ed on Botticelli's Adoration of the Magi, which puts the Medici family into the Gospel scene.

BACKUP VIDEO

The many meanings of Michelangelo's Statue of David - James Earle

TED-Ed · 3:19

https://www.youtube.com/watch?v=o9Kum_Jijdk

A second video for another session, or if the first will not play.

KEY TERMS

Renaissance
"rebirth", the revival of classical learning and art, about 1350–1600

patron
one who pays for and supports artists and scholars

linear perspective
a method of drawing that makes a flat picture look deep

Medici
the banking family that ruled Florence for most of 1434–1737

Brunelleschi
Florentine architect (1377–1446), builder of the cathedral dome

CORE IDEAS

Why Italy? Italy had the ruins of Rome on every side, and its cities had grown rich on trade with the East and on banking. City-states like **Florence**, Venice and Milan competed for glory. Wealthy merchants and princes became **patrons** of artists and scholars. When Greek scholars fled the Turks, many came to Italy with their books (Medieval Unit 8).

The Medici. The **Medici** bank, with branches from London to Rome, was the pope's banker. **Cosimo de' Medici** (ruled 1434–1464) controlled Florence while keeping its republican forms, and paid for churches, libraries and the Platonic Academy. His grandson **Lorenzo the Magnificent** (1469–1492) was patron to Botticelli and the young Michelangelo.

The dome. In 1418 Florence held a contest to finish the cathedral's dome, 45 meters across. **Brunelleschi**, a goldsmith who had studied Rome's Pantheon, won. He built a double shell of brick in a herringbone pattern, rising without wooden centering, and invented hoists to lift the stone. The dome was finished in 1436. Brunelleschi also worked out **linear perspective**.

New art. Masaccio used perspective in his fresco of the Trinity (c. 1427), Donatello made the first free-standing bronze nude since antiquity, and later Leonardo, Michelangelo and Raphael raised the High Renaissance in Rome. Most of their subjects were still biblical. The Renaissance grew from medieval roots; what was new was the close study of nature, the human body and the ancients. Vasari, a painter, wrote their lives in 1550.

PICTURE STUDY



The Dome of Florence Cathedral, Filippo Brunelleschi, 1420–1436 · Brick and stone; shown in a photograph by Carlo Brogi, late 19th century · Florence, Italy

Photographer unknown, public domain. Wikimedia Commons.

Brunelleschi's dome is still the largest brick dome ever built. He was buried beneath it, a rare honor for an architect. This photograph was taken by the Florentine studio of Carlo Brogi in the late 1800s.

Look closely

- The eight white ribs divide the dome into segments.
- The lantern on top, designed by Brunelleschi, locks the ribs together.

Talk about it

1. Why would a city spend so much on one dome?
2. What does the dome show about the Renaissance spirit?

PRIMARY SOURCE

Vasari's Life of Brunelleschi

Read Giorgio Vasari, *Lives of the Artists*, the Life of Filippo Brunelleschi (the contest and the building of the dome), in any good translation (George Bull's Penguin selection, or the free Gaston du C. de Vere translation online).

Steps

1. How did Brunelleschi prepare by studying Rome?
2. What was the story of the egg?
3. How did he deal with his rival Ghiberti?
4. Vasari wrote a century later and praised Florentines. Apply the five source questions.

Check your work

- ☐ Study of Rome
- ☐ The egg
- ☐ The rival
- ☐ Five questions

TIMELINE AND MAP NOTEBOOK

1. Map: mark Florence, Rome, Venice, Milan, Naples and the Papal States about 1450.
2. Timeline: 1418 dome contest; 1427 Masaccio's Trinity; 1434 Cosimo de' Medici; 1436 dome finished; 1469 Lorenzo; 1492 Lorenzo dies; 1550 Vasari's Lives.

> **From history.** Vasari tells that Brunelleschi refused to show his plans and challenged rivals to make an egg stand on end; when they failed, he cracked its end and stood it up. They protested that they could have done that; he said they would also say so of his dome.

> **Church history.** The great Renaissance art was mostly church art, paid for by popes, bishops, monks and pious guilds. Much of it was also paid for by the sale of indulgences, which helped provoke the Reformation (Unit 3).

PRACTICE

1. Easy What does Renaissance mean?

   ▼ **Show answer**

   Rebirth.

2. Easy What was the Medici family's business?

   ▼ **Show answer**

   Banking.

3. Medium Who was Lorenzo the Magnificent?

   ▼ **Show answer**

   Cosimo's grandson, ruler of Florence and patron of artists (1469–1492).

4. Medium What ancient building did Brunelleschi study?

   ▼ **Show answer**

   The Pantheon in Rome.

5. Hard What is linear perspective?

   ▼ **Show answer**

   A method of drawing that makes a flat picture look deep.

6. Challenge In four sentences, explain what was new in the Renaissance and what was old.

   ▼ **Show answer**

   Sample: Its subjects were mostly the old biblical and Christian ones. Its universities, guilds and churches came from the Middle Ages. What was new was the close study of nature, the body, perspective and the ancient authors. It was a rebirth of classical forms within a Christian world.

COMMON MISTAKES

- Thinking the Renaissance rejected Christianity. Most of its art and learning served the faith, though some humanists were worldly.
- Thinking the Middle Ages had no learning or art. The Renaissance built on medieval universities, cathedrals and manuscripts.

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle Ages and the Renaissance, with who's who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "And whatsoever ye do, do it heartily, as to the Lord, and not unto men;" (Colossians 3:23, KJV)
>
> Renaissance craftsmen worked to the highest standard; Paul names whom the work is for.

UNIT 1 · THE RENAISSANCE · LESSON 1.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

1.2 Humanism and Ad Fontes

OBJECTIVES

- Explain the meaning of humanism and ad fontes.
- Describe Petrarch and the recovery of ancient texts.
- Describe Erasmus and his Greek New Testament of 1516.

> **Warm-up.** Erasmus wished that the plowman would sing the Scriptures at his plow and the weaver hum them at his loom. What would that require?

WATCH

Humanism

Ryan M Reeves · 24:12

https://www.youtube.com/watch?v=qScDrsV1Wtw

> **WHEN TO WATCH**
> After the Core ideas.

Note: Ryan Reeves on Renaissance humanism and “to the sources.”

BACKUP VIDEO

Erasmus vs. Luther: The Fight Over Free Will

Ryan M Reeves · 39:22

https://www.youtube.com/watch?v=sprax8k8N4M

A second video for another session, or if the first will not play.

KEY TERMS

humanism
the study of the humanities: grammar, rhetoric, history, poetry and moral philosophy from the classics

ad fontes
“to the sources”, the humanist call to read original texts

Petrarch
Italian poet and scholar (1304–1374), “father of humanism”

Erasmus
Dutch scholar (c. 1466–1536), prince of the humanists

Vulgate
Jerome’s Latin Bible, used in the Western church

CORE IDEAS

Humanism. Renaissance **humanism** was not a belief that man replaces God; it was a program of study, the humanities, based on the best Latin and Greek authors.

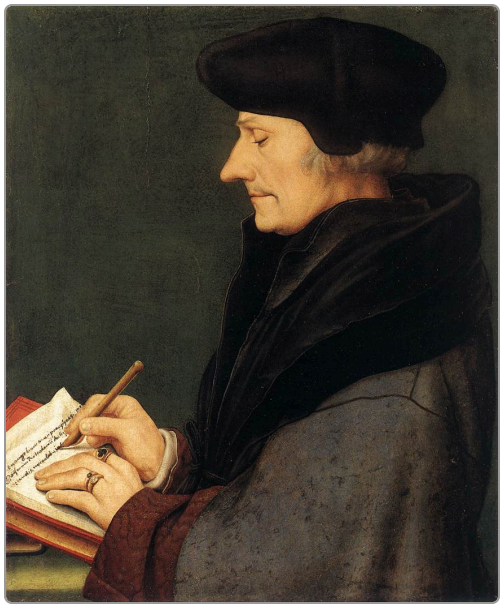
Humanists believed that eloquent, well-read men would be wiser and better citizens. **Petrarch** hunted for lost manuscripts of Cicero and called the centuries since Rome's fall a time of darkness.

Ad fontes. Humanists wanted to read authors in their own words, not in later summaries. Lorenzo Valla used close study of Latin to prove in 1440 that the "Donation of Constantine", by which Constantine had supposedly given the West to the pope, was a forgery written centuries later. Scholars learned Greek from refugees, and later Hebrew too.

Erasmus. Desiderius Erasmus of Rotterdam, an ordained priest, became the most famous scholar in Europe. He mocked superstition, ignorant monks and worldly popes in *The Praise of Folly* (1511). He wanted a simple "philosophy of Christ", drawn from the Gospels.

The Greek New Testament. In 1516 at Basel Erasmus published the first printed Greek New Testament, with a new Latin translation and notes correcting the **Vulgate**. In its preface, the *Paraclesis*, he wished the Scriptures translated into all languages. Luther used it for his German New Testament and Tyndale for his English. Erasmus never left Rome, and later argued with Luther over free will; men said that Erasmus laid the egg that Luther hatched.

PICTURE STUDY



Erasmus Writing, Hans Holbein the Younger, 1523 · Oil on panel · Louvre, Paris

Hans Holbein the Younger, public domain. Wikimedia Commons.

Holbein, a young painter in Basel, painted Erasmus several times. Erasmus sent such portraits to friends, including Thomas More in England, who later took Holbein into his household.

Look closely

- Erasmus is shown at work, writing.
- The plain dark colors fit a scholar.

Talk about it

1. Why paint a scholar in the act of writing?
2. What does this portrait say about what the age honored?

PRIMARY SOURCE

Erasmus' Paraclesis

Read Erasmus' *Paraclesis*, the preface to his 1516 New Testament, in any good translation (John C. Olin's *Christian Humanism and the Reformation*, or online at the Internet History Sourcebooks). Then read 2 Timothy 3:15 and Acts 17:11 in the KJV.

Steps

1. Why does Erasmus want the Scriptures in every language?
2. What does he say about who should read them?
3. What does he think is the heart of the "philosophy of Christ"?
4. How does Acts 17:11 fit the cry ad fontes?

Check your work

- ☐ Translation
- ☐ All readers
- ☐ Philosophy of Christ
- ☐ The Bereans

TIMELINE AND MAP NOTEBOOK

1. Map: mark Rotterdam, Paris, Oxford, Cambridge, Basel, Rome and Florence; draw Erasmus' travels.
2. Timeline: 1341 Petrarch crowned poet; 1440 Valla on the Donation; 1453 Greek scholars to Italy; c. 1466 Erasmus born; 1511 Praise of Folly; 1516 Greek New Testament; 1522 Luther's New Testament; 1526 Tyndale's; 1536 Erasmus dies.

> **From history.** Erasmus rushed his first edition so fast that for the last verses of Revelation, missing in his Greek manuscript, he translated the Latin back into Greek himself.

> **Church history.** Tyndale, who studied at Oxford and Cambridge, is said to have told a priest, "If God spare my life, ere many years I will cause a boy that driveth the plough shall know more of the scripture than thou dost." He was echoing Erasmus.

PRACTICE

1. Easy What is Renaissance humanism?

   ▼ **Show answer**

   The study of the humanities from the classical authors.

2. Easy Who is called the father of humanism?

   ▼ **Show answer**

   Petrarch.

3. Medium When did he prove it?

   ▼ **Show answer**

   1440.

4. Medium When and where did he publish the Greek New Testament?

   ▼ **Show answer**

   In 1516 at Basel.

5. Hard What is the Paraclesis?

   ▼ **Show answer**

   Erasmus' preface to his New Testament.

6. Challenge In four sentences, explain why Erasmus is called the man who laid the egg that Luther hatched.

   ▼ **Show answer**

   Sample: Erasmus attacked the corruption and superstition of the church. He published the Greek New Testament and urged Bible reading for all. Luther built on that text and those criticisms. But Erasmus did not accept Luther's teaching and stayed in the Roman church.

COMMON MISTAKES

- Thinking humanism meant atheism. Renaissance humanists were nearly all Christians; the word meant the study of the humanities.
- Thinking Erasmus became a Protestant. He criticized the church but stayed within it.

> **Scripture.** “These were more noble than those in Thessalonica, in that they received the word with all readiness of mind, and searched the scriptures daily, whether those things were so.” (Acts 17:11, KJV)
>
> The Bereans went to the sources, as Erasmus urged.

UNIT 1 · THE RENAISSANCE · LESSON 1.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

1.3 Machiavelli

OBJECTIVES

- Describe Machiavelli’s Florence and the rise and fall of Savonarola.
- Summarize the teaching of The Prince, chapters 15–18.
- Judge Machiavelli by Scripture.

> **Warm-up.** Machiavelli wrote that it is safer for a prince to be feared than loved. Is he right? Is it right?

WATCH

What “Machiavellian” really means - Pazit Cahlon and Alex Gendler

TED-Ed · 5:10

https://www.youtube.com/watch?v=fUlGtrHCGzs

> **WHEN TO WATCH**
> Before the source work.

BACKUP VIDEO

Machiavelli: The Prince

Tom Richey · 12:32

https://www.youtube.com/watch?v=nlLQOUnOrZU

A second video for another session, or if the first will not play.

KEY TERMS

Machiavelli
Florentine official and writer (1469–1527), author of The Prince

The Prince
his handbook for rulers (written 1513)

Savonarola
Dominican friar who preached reform in Florence (d. 1498)

virtù
Machiavelli's word for the skill and boldness a ruler needs

Cesare Borgia
son of Pope Alexander VI, Machiavelli's model prince

CORE IDEAS

Savonarola. After Lorenzo died in 1492 and a French army entered Italy in 1494, the Medici were expelled. The friar **Girolamo Savonarola** ruled Florence by his preaching, calling for repentance; in 1497 his followers made a "bonfire of the vanities" of mirrors, cards and paintings. Pope Alexander VI excommunicated him, and in 1498 he was hanged and burned in Florence's main square.

Machiavelli. Niccolò Machiavelli served the new republic as a secretary and diplomat. He watched **Cesare Borgia** carve out a state by fraud and murder. When the Medici returned in 1512, Machiavelli was tortured and exiled to his farm. There in 1513 he wrote **The Prince**, hoping to win the Medici's favor. He said of Savonarola that "all armed prophets have conquered, and the unarmed ones have been destroyed."

The teaching. In chapters 15–18 Machiavelli says he will write about how men live, not how they ought to live. A prince who wants to keep power must learn "to be able not to be good" when needed. It is safer to be feared than loved, if one cannot be both, but he must avoid being hated. A prince need not keep his word when it harms him; he must seem merciful, faithful and religious, but be ready to act otherwise.

Judgment. Machiavelli separated politics from morality and religion. Some readers call him an honest realist; most Christian readers since have seen in him the counsel of the serpent. Scripture teaches that a ruler is God's minister for good (Romans

13:4), and that “a lying tongue” is an abomination (Proverbs 6:17). Rulers who followed him, like Cesare Borgia, often fell.

PICTURE STUDY



Niccolò Machiavelli, Santi di Tito, Late 16th century · Oil on canvas · Palazzo Vecchio, Florence

Santi di Tito, public domain. Wikimedia Commons.

This portrait was painted decades after Machiavelli’s death and hangs in the palace where he worked as secretary of the republic.

Look closely

- His slight, knowing smile.
- He is dressed as a government official.

Talk about it

1. How has the painter captured Machiavelli’s reputation?
2. Why do we say “Machiavellian” today, and what does it mean?

PRIMARY SOURCE

The Prince 15–18

Read Machiavelli, *The Prince*, chapters 15–18 (Classics Library). Then read Romans 13:3–4 and Proverbs 16:12 in the KJV.

Steps

1. What does Machiavelli say he will write about in chapter 15?
2. Why is it safer to be feared than loved (17)?
3. What does he say about keeping faith (18)?
4. Answer chapter 18 from Proverbs 16:12 and Romans 13:3–4.

Check your work

- ☐ How men live
- ☐ Feared and loved
- ☐ Keeping faith
- ☐ Scripture's answer

TIMELINE AND MAP NOTEBOOK

1. Map: mark Florence, Rome, Milan, Naples, Venice, the Papal States and the Romagna (Cesare Borgia's state).
2. Timeline: 1492 Lorenzo dies and Alexander VI pope; 1494 French invasion and Medici expelled; 1497 bonfire of the vanities; 1498 Savonarola burned; 1502 Machiavelli with Cesare Borgia; 1512 Medici return; 1513 The Prince written; 1527 Machiavelli dies.

> **From history.** Machiavelli wrote that in exile he spent his days among peasants, but at night he put on his best clothes and entered his study to converse with the ancients in their books.

> **Church history.** Savonarola's preaching influenced later reformers; Luther republished one of his meditations and called him a forerunner, though Savonarola held Catholic doctrine.

PRACTICE

1. Easy Who expelled the Medici in 1494?

   ▼ **Show answer**

   The Florentines, after a French army entered Italy.

2. Easy What was the bonfire of the vanities?

   ▼ **Show answer**

   The burning of mirrors, cards, paintings and other luxuries in 1497.

3. Medium What posts did Machiavelli hold?

   ▼ **Show answer**

   Secretary and diplomat of the Florentine republic.

4. Medium What did he say about armed and unarmed prophets?

   ▼ **Show answer**

   Armed prophets conquered and unarmed ones were destroyed.

5. Hard What must a prince avoid?

   ▼ **Show answer**

   Being hated.

6. Challenge In four sentences, judge Machiavelli's teaching by Scripture.

   ▼ **Show answer**

   Sample: He is right that rulers must face how men really are. But he teaches rulers to lie, break faith and do evil when useful. Scripture says the ruler is God's minister for good and that righteousness establishes a throne (Proverbs 16:12). A prince who follows Machiavelli serves himself, not God.

COMMON MISTAKES

- Thinking Machiavelli said "the end justifies the means" in those words. He did not, though he taught much like it.
- Thinking The Prince is all of Machiavelli. In his Discourses he praised republics and liberty.

> **Scripture.** “It is an abomination to kings to commit wickedness: for the throne is established by righteousness.” (Proverbs 16:12, KJV)
>
> Machiavelli’s counsel and Solomon’s cannot both be true.

UNIT 1 · THE RENAISSANCE · LESSON 1.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

1.4 Gutenberg and Printing

OBJECTIVES

- Describe Gutenberg’s invention of printing with movable type.
- Study a page of the Gutenberg Bible.
- Explain how printing changed Europe.

> **Warm-up.** Before printing, a Bible took a scribe more than a year to copy. What would change if it could be made in days?

WATCH

History of Early Printing Presses

The Henry Ford · 3:39

https://www.youtube.com/watch?v=_6Pn4h6eLnk

> **WHEN TO WATCH**
> With the Core idea on the press.

BACKUP VIDEO

The evolution of the book - Julie Dreyfuss

TED-Ed · 4:18

https://www.youtube.com/watch?v=_YqYtdPUis4

A second video for another session, or if the first will not play.

KEY TERMS

movable type
separate metal letters that can be arranged, printed and reused

Gutenberg
Johannes Gutenberg of Mainz (c. 1400–1468), inventor of printing in Europe

42-line Bible
the Gutenberg Bible, printed in Mainz about 1455

incunabula
books printed before 1501

press
the machine, adapted from a wine press, that pressed paper onto inked type

CORE IDEAS

The invention. The Chinese and Koreans had printed with blocks and movable type centuries earlier (Medieval 8.3), but their scripts had thousands of characters. **Johannes Gutenberg**, a goldsmith of Mainz, combined several inventions about 1450: a hand mold to cast many identical metal letters, an oil-based ink, and a screw press adapted from the wine press.

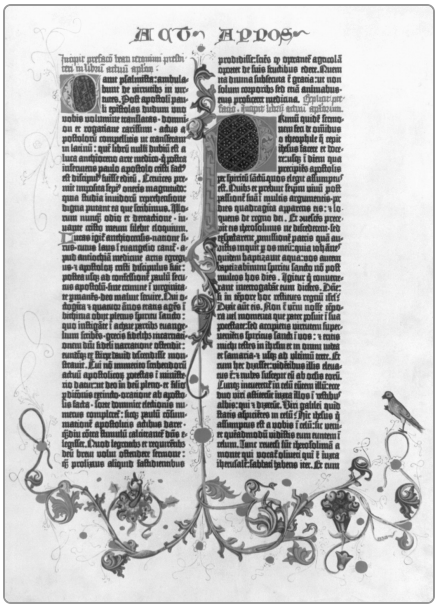
The Bible. His great work was the **42-line Bible**, named for the lines in each column, finished about 1455. About 180 copies were printed, some on vellum, most on paper; about 49 survive. Gutenberg lost his business to his partner Johann Fust in a lawsuit, and died with little. A visitor in 1455, the future Pope Pius II, wrote that the pages were so clear one could read them without glasses.

The spread. Printers carried the craft along the trade routes. By 1500 there were presses in over 250 towns, and perhaps eight to twenty million books had been printed, the **incunabula.** William Caxton brought printing to England in 1476. Books became cheap; more people learned to read.

The results. Printing fixed texts accurately, spread new ideas fast, and let scholars compare editions. It made Erasmus' Greek New Testament and Luther's pamphlets possible: Luther's writings sold hundreds of thousands of copies in a few years. Luther called printing "God's highest and extremest act of grace, whereby the

business of the Gospel is driven forward.” It also spread error and slander as easily as truth.

PICTURE STUDY



A Page of the Gutenberg Bible, Johannes Gutenberg and his workshop, c. 1455 · Printed ink on vellum, with hand-painted decoration · Library of Congress, Washington (one of the three complete vellum copies)

Miscellaneous Items in High Demand, PPOC, Library of Congress, public domain. Wikimedia Commons.

Gutenberg made his Bible look like the finest handwritten books, in Gothic letters with two columns. The colored initials and borders were painted by hand afterward, so every copy is different.

Look closely

- Count the lines in one column.
- Find the hand-painted initials and red headings.

Talk about it

1. Why make a printed book look handwritten?
2. Why was the Bible the first great book printed?

PRIMARY SOURCE

Witnesses to Printing

Read the letter of Enea Silvio Piccolomini (later Pope Pius II) of March 1455 describing the Bible pages he saw at Frankfurt, and Luther's remarks on printing in his *Table Talk*, in any good sourcebook (both are quoted in Albert Kapr's *Johann Gutenberg* and Elizabeth Eisenstein's *The Printing Revolution*). Then read Isaiah 55:11 in the KJV.

Steps

1. What did Piccolomini see and how did he describe it?
2. How many copies were reported to exist?
3. What did Luther think printing was for?
4. Compare Luther's view with Isaiah 55:11.

Check your work

- ☐ Piccolomini's description
- ☐ Copies
- ☐ Luther's view
- ☐ God's word goes forth

TIMELINE AND MAP NOTEBOOK

1. Map: mark Mainz, Strasbourg, Venice, Rome, Paris, Basel, Westminster and Wittenberg; show the spread of printing to 1500.
2. Timeline: c. 1440 experiments at Strasbourg; c. 1450 press in Mainz; c. 1455 42-line Bible; 1455 lawsuit with Fust; 1465 printing in Italy; 1476 Caxton at Westminster; 1500 presses in some 250 towns.

> **From history.** Venice became the printing capital of Europe. Aldus Manutius there invented italic type and small, cheap pocket editions of the classics.

> **Church history.** The first book Gutenberg printed in volume was the Bible, and the first English printed Bible was Coverdale's of 1535. Printing put the Scriptures into homes as never before.

SEE IT: INTERACTIVE.

Layered History Timeline: Gutenberg Bible

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy Where was Gutenberg from?

   ▼ **Show answer**

   Mainz.

2. Easy Name three parts of Gutenberg's invention.

   ▼ **Show answer**

   A mold for casting type, oil-based ink and a screw press.

3. Medium Why is the Gutenberg Bible called the 42-line Bible?

   ▼ **Show answer**

   Each column has 42 lines.

4. Medium Who took over Gutenberg's business?

   ▼ **Show answer**

   His partner Johann Fust.

5. Hard Who brought printing to England, and when?

   ▼ **Show answer**

   William Caxton, in 1476.

6. Challenge In four sentences, describe how printing changed Europe.

   ▼ **Show answer**

   Sample: Books became much cheaper and more numerous. More people learned to read. Scholars could share exact texts and new ideas spread quickly. The Reformation spread through printed Bibles and pamphlets.

COMMON MISTAKES

- Thinking Gutenberg invented printing everywhere. He invented it in Europe; China and Korea had printed earlier.

- Thinking printing spread only truth. It spread error and propaganda as well.

INTERACTIVE: TAKE APART A GUTENBERG PRINTING PRESS

A 3D model of a wooden common press like the ones that followed Gutenberg's, in nine short steps: the screw and platen, the bed, tympan and frisket, inking with ink balls, movable type, the composing stick and chase, a print run, then take it apart and put it back. Run the press and print sheets while live readouts show the press force. Tap or hover over any part for its name. Works on a phone or a computer.

> **Scripture.** "So shall my word be that goeth forth out of my mouth: it shall not return unto me void, but it shall accomplish that which I please, and it shall prosper in the thing whereto I sent it." (Isaiah 55:11, KJV)
>
> Luther saw the press as a servant of this promise.

UNIT 2

Exploration and Conquest

In less than a century, sailors from Portugal and Spain opened the oceans: around Africa to India, across the Atlantic to a world Europe had not known. Conquest, gold and the Gospel went together; so did great courage, great cruelty, and the first great Christian protest against injustice to native peoples. This unit studies the voyages and their fruit honestly, building on Geography 5 rather than repeating it.

Students read Columbus' letter of 1493, Bernal Díaz, Bartolomé de las Casas and the letters of Francis Xavier.

PREREQUISITES

- Unit 1 of this course.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can explain how Portugal opened the sea route to India, and name the slave market at Lagos plainly.
- ☐ I can describe Columbus' first voyage and the events of 1492.
- ☐ I can describe the conquests of Mexico and Peru and the protest of Las Casas.
- ☐ I can describe the missions of Xavier, Ricci and the Franciscans.
- ☐ I can judge the age of exploration fairly by Scripture.

LESSONS IN THIS UNIT

2.1	**Portugal Opens the Ocean**	Four sessions, 30–50 minutes each
2.2	**Columbus and 1492**	Four sessions, 30–50 minutes each
2.3	**Cortés, Pizarro and Las Casas**	Four sessions, 30–50 minutes each
2.4	**Missionaries East and West**	Four sessions, 30–50 minutes each

Unit 2 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. (2 pts) **Lesson 2.1**
   What city did Portugal take in 1415?

PART A · TERMS AND PEOPLE

2. **2 pts** **Lesson 2.1**

What was a caravel?

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 2.1**

Who reached India by sea in 1498?

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 2.2**

When did Granada fall?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 2.2**

Where was Columbus from?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 2.2**

Who were the Taíno?

PART A · TERMS AND PEOPLE

7. **2 pts** **Lesson 2.3**

Who were his greatest native allies?

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 2.3**

When did Tenochtitlan fall?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 2.3**

What caused most native deaths?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 2.4**

Where did Xavier sail in 1541?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 2.4**

When did Xavier reach Japan?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 2.4**

Who was Xu Guangqi?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 2.1**

Put in order, earliest first: Da Gama reaches India; The New Laws; The Jesuits are approved; Tenochtitlan falls.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 2.2**

Put in order, earliest first: Tenochtitlan falls; Captives are sold at Lagos; The New Laws; Pizarro executes Atahualpa.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 2.3**

Put in order, earliest first: The first Jesuit reduction in Paraguay; The Jesuits are approved; The Treaty of Tordesillas; Captives are sold at Lagos.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 2.4**

Put in order, earliest first: The Spanish Inquisition is founded; Granada falls and Columbus sails; The New Laws; The Jesuits are approved.

PART C · READING SOURCES

17. **10 pts** **Lesson 2.1**

God's law says, "And he that stealeth a man, and selleth him, or if he be found in his hand, he shall surely be put to death" (Exodus 21:16). (a) What crime does this law name? (b) How does it apply to the captives sold at Lagos? (c) Why did many Christians of that age fail to apply it?

PART C · READING SOURCES

18. **10 pts** **Lesson 2.2**

Paul says God "hath made of one blood all nations of men for to dwell on all the face of the earth" (Acts 17:26). (a) What does this verse teach about the Taíno and the Spanish? (b) How did Columbus' letter treat the Taíno? (c) What would it have meant to apply this verse in 1492?

PART C · READING SOURCES

19. **10 pts** **Lesson 2.3**

God made man "in his own image … male and female created he them" (Genesis 1:27). (a) What does this verse teach about the Indians? (b) How did Sepúlveda's argument deny it in practice? (c) How did Las Casas apply it?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 2.4**

Locate or describe: Lisbon, Ceuta, the Cape of Good Hope, Calicut, San Salvador (the Bahamas), Tenochtitlan, Cusco and Goa.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 2.4**

Essay (400–500 words): Las Casas wrote that the conquerors went to the Indies as wolves among sheep. Was he fair? Weigh the conquest, the Aztec and Inca states, the missions and the laws of 1542, using at least two primary sources.

ANSWER KEY

1. Ceuta in Morocco.
2. A small, nimble ship with lateen sails.
3. Vasco da Gama.
4. 2 January 1492.
5. Genoa.
6. The native people of the Bahamas and Hispaniola.
7. The Tlaxcalans.
8. 1521.
9. Diseases, above all smallpox.
10. To India.
11. 1549.
12. A Chinese official, Ricci's convert, who translated Euclid with him.
13. Da Gama reaches India (1498); Tenochtitlan falls (1521); The Jesuits are approved (1540); The New Laws (1542).
14. Captives are sold at Lagos (1444); Tenochtitlan falls (1521); Pizarro executes Atahualpa (1533); The New Laws (1542).
15. Captives are sold at Lagos (1444); The Treaty of Tordesillas (1494); The Jesuits are approved (1540); The first Jesuit reduction in Paraguay (1609).
16. The Spanish Inquisition is founded (1478); Granada falls and Columbus sails (1492); The Jesuits are approved (1540); The New Laws (1542).
17. (a) Kidnapping a man and selling him. (b) The captives were seized by raiding and sold; it was the very crime the law names. (c) Greed, the excuse that captives would be converted, the custom of the age and papal grants blinded them.
18. (a) They were of one blood, equally made by God. (b) He praised their gentleness but spoke of them as servants and possible slaves. (c) To treat them as neighbors to be won by love, not as property to be taken.
19. (a) They bear God's image as fully as any Spaniard. (b) By calling them natural slaves fit only to be ruled. (c) He argued that they were true men with reason and souls, to be taught by love and not enslaved.
20. Lisbon on the Tagus in Portugal; Ceuta on the African side of the Strait of Gibraltar; the Cape of Good Hope at the southern tip of Africa; Calicut on the

Malabar coast of southwest India; San Salvador in the Bahamas; Tenochtitlan where Mexico City stands; Cusco in the Andes of Peru; Goa on India's west coast.

21. Look for: Díaz and Las Casas; the cruelty of the encomienda and the epidemics; Aztec sacrifice and conquest; native allies of Cortés; the Laws of Burgos and the New Laws; Valladolid; Scripture on oppression and on the image of God (Genesis 1:27; Acts 17:26). Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: A VOYAGE LOG AND "WHAT CAME OF IT"

Choose one voyage (Dias, da Gama, Columbus 1492, Magellan or Cartier). Write a ship's log of 8–10 dated entries from the captain's point of view, every entry grounded in a source, and draw a map of the route.

Then write a one-page "What came of it": the results of the voyage over the next century for Europe, for the peoples met and for the spread of the Gospel, judged by Scripture.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The log	4: eight or more sourced entries, an accurate map and a fair "what came of it". 3: one part thin. 2: invented details or no map. 1: missing.
Timeline and map	4: the unit's pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

2.1 Portugal Opens the Ocean

OBJECTIVES

- Explain why Portugal led the way to the open ocean.
- Trace the voyages from Ceuta to da Gama.
- Describe the beginning of the African slave trade by Europeans.

> **Warm-up.** Prince Henry of Portugal never sailed on the great voyages he sent out. Why might a prince spend his life and fortune on voyages to unknown coasts?

WATCH

Origins of European exploration in the Americas

Khan Academy · 10:07

https://www.youtube.com/watch?v=Wwk7__c7r50

> **WHEN TO WATCH**
> After the Core ideas.

KEY TERMS

Henry the Navigator
Portuguese prince (1394–1460) who sponsored voyages down Africa

Bartolomeu Dias
captain who rounded the Cape of Good Hope in 1488

Lagos
the Portuguese port where African captives were sold in 1444

caravel
a small, nimble ship with lateen sails, able to sail against the wind

Vasco da Gama
captain who reached India by sea in 1498

CORE IDEAS

Why Portugal? Portugal faced the Atlantic, had experienced fishermen and was at peace when others were at war. It wanted gold from Africa and spices from the East without paying Muslim and Venetian middlemen, and to find Christian allies, such as the legendary Prester John, against Islam. In 1415 Portugal seized **Ceuta** in Morocco.

Prince Henry. Henry the Navigator sent expeditions down the African coast year after year. Pilots used the compass, the astrolabe and the **caravel**. In 1434 Gil Eanes passed Cape Bojador, which sailors had feared; by 1460 the Portuguese had reached Sierra Leone.

Lagos, 1444. In 1444 a Portuguese fleet brought 235 captured Africans to **Lagos** in the Algarve, where they were divided and sold in the open. The chronicler Zurara, who praised Henry, still wrote that the scene would move any heart to pity, as mothers clutched their children and families were parted. Europeans had joined an African and Arab slave trade that was centuries old; within a century it would cross the Atlantic.

To India. In 1488 **Bartolomeu Dias** rounded the southern tip of Africa, which King John II named the Cape of Good Hope. In 1497–1499 **Vasco da Gama** sailed around it and up the east coast to Calicut in India. Asked what he sought, his men answered, "Christians and spices." Portugal built a sea empire of trading forts from Goa (1510) to Malacca and Macau.

PICTURE STUDY



Vasco da Gama, Attributed to Gregório Lopes, c. 1524 · Oil on panel · National Museum of Ancient Art, Lisbon

Unknown master of the Portuguese School.., public domain. Wikimedia Commons.

This portrait was probably painted near the end of da Gama's life, when he was named viceroy of India. He died in Cochin in 1524.

Look closely

- The cross of the Order of Christ on his chest.
- His stern, weathered face.

Talk about it

1. What does the cross say about how the voyages were seen?
2. What kind of man would lead such a voyage?

PRIMARY SOURCE

Zurara on Lagos, 1444

Read Gomes Eanes de Zurara, *Chronicle of the Discovery and Conquest of Guinea*, chapter 25 (the division of the captives at Lagos), in any good translation (the Hakluyt Society translation, or the excerpt in the Internet History Sourcebooks). Then read Exodus 21:16 in the KJV.

Steps

1. Describe the scene at Lagos.
2. How does Zurara show pity, and how does he excuse what was done?
3. What reasons does he give for Henry's voyages?
4. Judge the scene by Exodus 21:16.

Check your work

- ☐ The scene
- ☐ Pity and excuse
- ☐ Henry's reasons
- ☐ God's law applied

TIMELINE AND MAP NOTEBOOK

1. Map: draw the voyages of Eanes (1434), Dias (1488) and da Gama (1497–1499); mark Lisbon, Ceuta, Lagos, Cape Bojador, Elmina, the Cape of Good Hope, Mombasa, Calicut and Goa.
2. Timeline: 1415 Ceuta; 1434 Cape Bojador; 1444 Lagos; 1482 Elmina; 1488 Dias; 1494 Treaty of Tordesillas; 1498 da Gama at Calicut; 1510 Goa; 1511 Malacca.

> **From history.** On da Gama's first voyage, more than half his crew died, most of them of scurvy, caused by lack of vitamin C. The cure was not widely understood for another 250 years.

> **Church history.** In 1452 and 1455 popes granted Portugal the right to conquer and enslave pagans in Africa, a grievous misuse of the church's voice. Later popes and theologians condemned the enslavement of the Indians.

SEE IT: INTERACTIVE.

Layered History Timeline: Vasco da Gama reaches India

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy Why did Portugal want a sea route to the East?

   ▼ **Show answer**

   To get spices and gold without Muslim and Venetian middlemen.

2. Easy Who was Henry the Navigator?

   ▼ **Show answer**

   A Portuguese prince who sponsored voyages down Africa.

3. Medium Who passed Cape Bojador in 1434?

   ▼ **Show answer**

   Gil Eanes.

4. Medium Who rounded the Cape of Good Hope in 1488?

   ▼ **Show answer**

   Bartolomeu Dias.

5. Hard Where did da Gama land in India?

   ▼ **Show answer**

   Calicut.

6. Challenge In four sentences, judge the scene at Lagos by Scripture.

   ▼ **Show answer**

   Sample: Men, women and children were seized and sold, and families were parted. Zurara pitied them but excused it by hoping they would become Christians. God's law calls man-stealing a crime worthy of death (Exodus 21:16). No hope of conversion justifies stealing and selling men.

COMMON MISTAKES

- Thinking Europeans invented slavery in Africa. African and Arab slave trades were centuries older; the Portuguese joined and later enlarged them.
- Thinking the explorers sought only gold. They sought gold, spices, glory, Christian allies and converts together.

> **Scripture.** “And he that stealeth a man, and selleth him, or if he be found in his hand, he shall surely be put to death.” (Exodus 21:16, KJV)
>
> God’s law named the crime that began at Lagos.

UNIT 2 · EXPLORATION AND CONQUEST · LESSON 2.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

2.2 Columbus and 1492

OBJECTIVES

- Describe Spain in 1492: Granada and the expulsion of the Jews.
- Tell the story of Columbus’ first voyage.
- Read Columbus’ letter of 1493 and judge him fairly.

> **Warm-up.** In 1492 Spain conquered Granada, expelled its Jews and sent Columbus west. What do these three events have in common?

WATCH

History vs. Christopher Columbus - Alex Gendler

TED-Ed · 5:55

https://www.youtube.com/watch?v=GD3dgiDreGc

> WHEN TO WATCH
> After the Core ideas.

Note: TED-Ed stages a mock trial of Columbus. Weigh both sides against the sources and the Core ideas.

KEY TERMS

Ferdinand and Isabella
the Catholic Monarchs of Aragon and Castile, who united Spain

Granada
the last Muslim kingdom in Spain, taken in January 1492

Alhambra Decree
the order of March 1492 expelling Jews who would not be baptized

Columbus
Genoese sailor (1451–1506) who crossed the Atlantic in 1492

Taíno
the native people of the Bahamas and Hispaniola

CORE IDEAS

Spain in 1492. The marriage of **Ferdinand** of Aragon and **Isabella** of Castile (1469) united Spain. On 2 January 1492 Granada surrendered, ending the Reconquista (Medieval 6.4). On 31 March the **Alhambra Decree** ordered all Jews who would not be baptized to leave; perhaps 100,000 or more went into exile. The Spanish Inquisition, founded in 1478, pursued converts suspected of secret Judaism.

The plan. Christopher Columbus, a Genoese sailor, believed he could reach Asia by sailing west. Educated men knew the earth was round; they rightly thought Columbus had made it too small. Portugal refused him. After years of pleading, Isabella agreed in 1492. Columbus believed God had chosen him, and he hoped the gold would pay for the recovery of Jerusalem.

The voyage. With the *Niña*, *Pinta* and *Santa María* and about ninety men, Columbus left Palos on 3 August 1492. After five weeks out of sight of land, with the crew near mutiny, they sighted land on 12 October, an island of the Bahamas he named San Salvador. He met the **Taíno**, sailed on to Cuba and Hispaniola, lost the *Santa María* and left a fort of men behind. He returned in March 1493, sure he had reached the Indies.

Governor. On later voyages Columbus founded colonies on Hispaniola, demanded gold tribute from the Taíno and sent some as slaves to Spain; Isabella ordered them freed. He governed his own men so badly that in 1500 he was sent home in chains.

He died in 1506, still believing he had reached Asia. He was a brave and skilled navigator, a devout man, and a harsh and greedy governor.

PICTURE STUDY



Portrait of a Man, Said to Be Columbus, Sebastiano del Piombo, 1519 · Oil on canvas · Metropolitan Museum of Art, New York

Sebastiano del Piombo, public domain. Wikimedia Commons.

No portrait of Columbus was made from life. This one, painted thirteen years after his death, carries an inscription naming him, added later.

Look closely

- The serious expression.
- The plain dark dress.

Talk about it

1. Why do we not know what Columbus looked like?
2. What does that teach about using portraits as sources?

PRIMARY SOURCE

Columbus' Letter of 1493

Read Columbus' letter to Luis de Santángel (February–March 1493), announcing his discovery, in any good translation (Internet History Sourcebooks). Then read Acts 17:26–27 in the KJV.

Steps

1. How does Columbus describe the land?
2. How does he describe the Taíno?
3. What does he promise the king and queen?
4. What does he say about God's part in the voyage?

Check your work

- ☐ The land
- ☐ The people
- ☐ Gold, spices and slaves
- ☐ Thanks to God

TIMELINE AND MAP NOTEBOOK

1. Map: draw Columbus' first voyage from Palos to the Canaries, San Salvador, Cuba, Hispaniola and back by the Azores; mark Granada.
2. Timeline: 1469 Ferdinand and Isabella marry; 1478 Spanish Inquisition; 2 Jan 1492 Granada; 31 Mar 1492 Alhambra Decree; 3 Aug 1492 Palos; 12 Oct 1492 landfall; Mar 1493 return; 1494 Tordesillas; 1500 Columbus in chains; 1506 death.

> **From history.** Many of the exiled Jews of Spain settled in the Ottoman Empire, where Sultan Bayezid II welcomed them; their descendants spoke a Spanish dialect, Ladino, for centuries.

> **Church history.** In his letter Columbus gives thanks to God and calls on Christendom to rejoice that so many peoples would be turned to the faith. The Gospel did spread in the Americas, though often in company with greed and cruelty.

SEE IT: INTERACTIVE.

Layered History Timeline: Columbus reaches the Americas

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy Who united Spain by marriage?

   ▼ **Show answer**

   Ferdinand of Aragon and Isabella of Castile.

2. Easy What was the Alhambra Decree?

   ▼ **Show answer**

   The order of 1492 expelling Jews who would not be baptized.

3. Medium What did educated men object to in his plan?

   ▼ **Show answer**

   He had made the earth too small.

4. Medium What did he name the island?

   ▼ **Show answer**

   San Salvador.

5. Hard What did Columbus believe he had reached?

   ▼ **Show answer**

   The Indies, in Asia.

6. Challenge In four sentences, judge Columbus fairly.

   ▼ **Show answer**

   Sample: He was a skilled and courageous navigator who changed history. He believed God had sent him and hoped to spread the faith. But he enslaved the Taíno and ruled harshly for gold. He deserves honor for his seamanship and blame for his cruelty.

COMMON MISTAKES

- Thinking people of 1492 believed the earth was flat. Educated Europeans had known it was round since antiquity; the dispute was over its size.
- Thinking Columbus was the first to cross. Norsemen had reached North America about 1000 (Medieval 4.3).

> **Scripture.** "And hath made of one blood all nations of men for to dwell on all the face of the earth, and hath determined the times before appointed, and the bounds of their habitation;" (Acts 17:26, KJV)
>
> The Spanish and the Taíno were of one blood.

UNIT 2 · EXPLORATION AND CONQUEST · LESSON 2.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

2.3 Cortés, Pizarro and Las Casas

OBJECTIVES

- Describe the conquests of Mexico and Peru.
- Explain the causes of the native population collapse.
- Describe Las Casas, the New Laws and the Valladolid debate.

> **Warm-up.** Cortés conquered the Aztec Empire with about 500 Spaniards. How could so few defeat so many?

WATCH

Spanish colonization

Khan Academy · 11:41

https://www.youtube.com/watch?v=uWj0GCvn_Oo

> **WHEN TO WATCH**
> After the Core ideas.

Note: Khan Academy's overview of Spanish colonization, including the encomienda system.

BACKUP VIDEO

Aztecs: Arrival of Cortes and the Conquistadors

Kings and Generals · 14:06

https://www.youtube.com/watch?v=suRAVIndO4Y

A second video for another session, or if the first will not play.

KEY TERMS

conquistador
Spanish conqueror

Cortés
Hernán Cortés (1485–1547), conqueror of Mexico

Pizarro
Francisco Pizarro (c. 1478–1541), conqueror of Peru

encomienda
a grant of native labor and tribute to a Spaniard, in return for protection and teaching the faith

Las Casas
Bartolomé de las Casas (1484–1566), Dominican friar, "Protector of the Indians"

CORE IDEAS

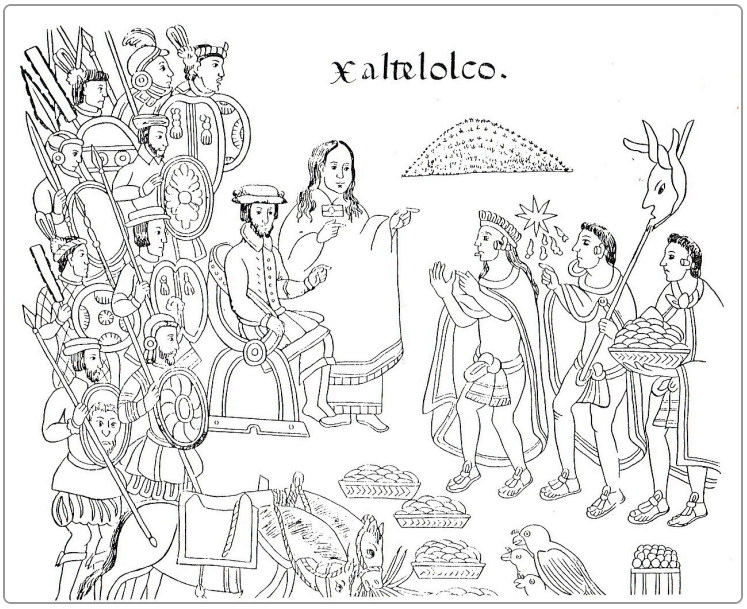
Mexico. In 1519 **Hernán Cortés** landed in Mexico with about 500 men. Peoples who hated the Aztecs, above all the Tlaxcalans, joined him by the thousands. Montezuma received him in Tenochtitlan, which Bernal Díaz said was like an enchanted vision. Cortés seized Montezuma; after a revolt and the Spanish flight in 1520, he returned with his allies and took the city in 1521 after a terrible siege.

Peru. In 1532 **Francisco Pizarro**, with about 170 men, met the Inca emperor Atahualpa at Cajamarca, just after Atahualpa had won a civil war. The Spanish ambushed his escort, killing thousands, and seized him. Atahualpa filled a room with gold for his ransom; Pizarro had him executed anyway in 1533. Cusco fell, and Spain ruled Peru after years of war, including among the conquerors themselves.

The great dying. The conquered peoples suffered forced labor under the **encomienda** and in the silver mines. Far worse were diseases, smallpox above all, against which they had no resistance. Smallpox struck Tenochtitlan during the siege. Within a century the native population of Mexico may have fallen by as much as 90 percent. Most deaths came from disease, not the sword, but cruelty and overwork added to them.

Las Casas. In 1511 the Dominican Antonio de Montesinos preached on Hispaniola, "Are these not men? Have they not rational souls?" A settler priest, **Bartolomé de las Casas**, gave up his own encomienda in 1514 and spent fifty years defending the Indians. His pleas helped win the New Laws of 1542, limiting the encomienda. At **Valladolid** in 1550–1551 he debated the scholar Sepúlveda, who argued that the Indians were natural slaves. Las Casas answered that all peoples are fully men, to be won by persuasion. Pope Paul III had declared in 1537 that the Indians were true men who must not be enslaved.

PICTURE STUDY



Cortés and Malinche, Lienzo de Tlaxcala, Tlaxcalan artists (later copy), Original c. 1550s · Ink and color (copy of a painted cloth) · Original lost; copies in several collections

Photographer unknown, public domain. Wikimedia Commons.

The Tlaxcalans, Cortés' greatest allies, made a painted history of the conquest to remind Spain of their help. It shows Malinche, Cortés' native interpreter, at his side.

Look closely

- Malinche speaks for Cortés.
- Native lords bring gifts.

Talk about it

1. Why would the Tlaxcalans want this history painted?
2. What does it show about who really conquered the Aztecs?

PRIMARY SOURCE

Díaz and Las Casas

Read Bernal Díaz del Castillo, *The True History of the Conquest of New Spain*, chapters 87–88 (the first view of Tenochtitlan), and Bartolomé de las Casas, *A Short Account of the Destruction of the Indies*, the prologue and the section on Hispaniola, in any good translations (Penguin publishes both).

Steps

1. What did Díaz see at Tenochtitlan?
2. What does Las Casas accuse the Spanish of?
3. Las Casas wrote to persuade the king. How might that affect his numbers?
4. Compare both with Micah 6:8.

Check your work

- ☐ The enchanted vision
- ☐ The charges
- ☐ Purpose and exaggeration
- ☐ Micah applied

TIMELINE AND MAP NOTEBOOK

1. Map: draw Cortés' route from Veracruz to Tlaxcala and Tenochtitlan, and Pizarro's from Panama to Cajamarca and Cusco.
2. Timeline: 1511 Montesinos' sermon; 1514 Las Casas' conversion; 1519 Cortés lands; 1520 the Night of Sorrows; 1521 Tenochtitlan falls; 1532 Cajamarca; 1533 Atahualpa killed; 1537 Sublimis Deus; 1542 New Laws; 1550–1551 Valladolid.

> **From history.** In 1531, the story says, the Virgin appeared to Juan Diego, a native convert, near Mexico City. The image of Guadalupe became the most honored image in Mexico; within decades millions of natives were baptized.

Church history. Montesinos and Las Casas were Dominicans, from the order of Aquinas. The Spanish debate over the Indians' rights, led by friars and the theologians of Salamanca such as Francisco de Vitoria, laid foundations of international law.

SEE IT: INTERACTIVE.

Layered History Timeline: Aztec Empire

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Inca Empire. Opens in a new tab.

PRACTICE

1. Easy When did Cortés land in Mexico?

   ▼ **Show answer**

   1519.

2. Easy Who was the Aztec emperor?

   ▼ **Show answer**

   Montezuma.

3. Medium Who conquered Peru?

   ▼ **Show answer**

   Francisco Pizarro.

4. Medium What was the encomienda?

   ▼ **Show answer**

   A grant of native labor and tribute to a Spaniard.

5. Hard Who preached "Are these not men?" in 1511?

   ▼ **Show answer**

   Antonio de Montesinos.

6. **Challenge** In four sentences, explain the significance of Las Casas.

▼ **Show answer**

Sample: He gave up his own encomienda and spent his life defending the Indians. He argued that they were fully men, made in God's image, to be won by persuasion. His pleas helped bring the New Laws. He stands as a Christian conscience within the conquest itself.

COMMON MISTAKES

- Thinking the Spanish conquered alone. Tens of thousands of native allies fought with Cortés.
- Thinking the Aztec and Inca states were peaceful. Both were conquering empires, and the Aztecs practiced mass human sacrifice (Medieval 8.3). Neither fact excuses the conquerors' crimes.

> **Scripture.** "He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God?" (Micah 6:8, KJV)
>
> Las Casas measured the conquest by this verse.

UNIT 2 · EXPLORATION AND CONQUEST · LESSON 2.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

2.4 Missionaries East and West

OBJECTIVES

- Describe Francis Xavier's mission in Asia.
- Describe Matteo Ricci in China.
- Describe the Franciscan and Jesuit missions in the Americas.

> **Warm-up.** Francis Xavier traveled more than 50,000 miles in ten years and died within sight of China. What would drive a man to such a life?

WATCH

Francis Xavier: Christianity Arrives in Japan - "Ends of the Earth"

Drive Thru History with Dave Stotts · 3:23

https://www.youtube.com/watch?v=fdbFcYh5D44

> **WHEN TO WATCH**
> With the Core idea on Asia.

Note: Dave Stotts on Francis Xavier in Japan.

BACKUP VIDEO

Ignatius Loyola and the Catholic Reformation

Ryan M Reeves · 37:23

https://www.youtube.com/watch?v=xHjVsNFE60U

A second video for another session, or if the first will not play.

KEY TERMS

Jesuits
the Society of Jesus, founded by Ignatius of Loyola (1540)

Francis Xavier
Jesuit missionary to India and Japan (1506–1552)

Matteo Ricci
Jesuit missionary to China (1552–1610)

accommodation
adapting the presentation of the faith to a people's culture

reducciones
mission towns for natives in Paraguay

CORE IDEAS

New orders. The age of discovery was also an age of missions. Franciscans, Dominicans and Augustinians sailed with the Spanish; the new **Jesuits**, founded by Ignatius of Loyola in 1540, became the great missionary order. Protestant missions began only later, hindered by lack of sea power and by the struggle at home.

Xavier. Francis Xavier, one of Ignatius' first companions, sailed for India in 1541. In Goa and among the pearl fishers of south India he baptized thousands, teaching them prayers and the creed in their own tongues. In 1549 he reached Japan, where he preached for two years and left a church that grew to perhaps 300,000. He died in 1552 on an island off the coast of China, which he had hoped to enter.

Ricci. Matteo Ricci entered China in 1583. He learned classical Chinese, dressed as a Confucian scholar, and won the respect of officials with his learning in mathematics, astronomy and a world map. In 1601 he was allowed to live in Beijing. He presented Christianity as fulfilling the best of Confucius, and permitted converts to keep the rites honoring ancestors. This **accommodation** was later forbidden by Rome after a long controversy.

The Americas. In Mexico, Franciscans learned native languages and wrote grammars and catechisms; Bernardino de Sahagún recorded Aztec life in twelve books. Some friars destroyed native books as idolatrous. In Paraguay the Jesuits gathered the Guaraní into **reducciones**, mission towns protected from slave raiders, from 1609 until the Jesuits were expelled in 1767. The missions were imperfect, bound up with empire, but they carried the Gospel to millions.

PICTURE STUDY



Matteo Ricci and Xu Guangqi, From Athanasius Kircher, China Illustrata, 1667 · Engraving · Published in Amsterdam

Athanasius Kircher, public domain. Wikimedia Commons.

Xu Guangqi, a high official, was Ricci's most famous convert. Together they translated the first six books of Euclid into Chinese (1607).

Look closely

- Ricci wears Chinese scholar's robes.
- The globe and books show the learning they shared.

Talk about it

1. Why would Ricci dress as a Chinese scholar?
2. What are the strengths and dangers of such accommodation?

PRIMARY SOURCE

Xavier's Letters

Read Francis Xavier's letter from Cochin to his companions in Rome (15 January 1544), describing his work in south India, in any good translation (M. Joseph Costelloe's *The Letters and Instructions of Francis Xavier*, or the Internet History Sourcebooks). Then read Romans 10:13–15 in the KJV.

Steps

1. How does Xavier teach the people?
2. What does he say about the scholars of Europe?
3. What hardships does he describe?
4. How does his letter echo Romans 10:14?

Check your work

- ☐ Teaching method
- ☐ Challenge to Europe
- ☐ Hardships
- ☐ Romans 10

TIMELINE AND MAP NOTEBOOK

1. Map: draw Xavier's journeys from Lisbon to Goa, Malacca, Japan and Shangchuan; mark Ricci's Macau, Zhaoqing, Nanjing and Beijing, and the reducciones of Paraguay.
2. Timeline: 1540 Jesuits approved; 1541 Xavier sails; 1549 Japan; 1552 Xavier dies; 1583 Ricci enters China; 1597 martyrs of Nagasaki; 1601 Ricci in Beijing; 1609 first reduction; 1610 Ricci dies; 1767 Jesuits expelled from Spanish lands.

> **From history.** Ricci's world map of 1602 placed China near the center, to please his hosts. It was the first map to show the Americas to the Chinese.

> **Church history.** In 1597 twenty-six Christians, Japanese and European, were crucified at Nagasaki (Unit 6.4). Japan later outlawed Christianity, but hidden Christians kept the faith in secret for over 250 years.

PRACTICE

1. Easy Who founded the Jesuits, and when?

   ▼ **Show answer**

   Ignatius of Loyola, in 1540.

2. Easy Whom did Xavier baptize in south India?

   ▼ **Show answer**

   The pearl fishers.

3. Medium Where and when did Xavier die?

   ▼ **Show answer**

   On an island off China, in 1552.

4. Medium What is accommodation?

   ▼ **Show answer**

   Adapting the presentation of the faith to a people's culture.

5. Hard Who recorded Aztec life in twelve books?

   ▼ **Show answer**

   Bernardino de Sahagún.

6. Challenge In four sentences, judge the missions of this age fairly.

   ▼ **Show answer**

   Sample: They carried the Gospel to millions in Asia and the Americas. Missionaries learned languages and protected natives from slave raiders. Yet they were tied to conquering empires, and some destroyed native books. Their zeal shames Christians who never go at all.

COMMON MISTAKES

- Thinking all missions were forced. Many conversions were sincere, won by preaching, care and long service; others were pressed by conquest.
- Thinking the missionaries all despised native cultures. Many learned and recorded native languages and customs.

> **Scripture.** “And how shall they preach, except they be sent? as it is written, How beautiful are the feet of them that preach the gospel of peace, and bring glad tidings of good things!” (Romans 10:15, KJV)
>
> Xavier’s feet carried the Gospel farther than any man of his age.

UNIT 3

The Reformation

In 1517 an Augustinian friar in a small German university town posted ninety-five theses against the sale of indulgences. Within a generation the Western church was divided, and the Gospel of justification by faith alone was preached across northern Europe. This unit follows Luther, Zwingli, Calvin and the Anabaptists, the English Reformation from Henry VIII to the Authorized Version, and Rome’s answer at the Council of Trent.

Students read the *Ninety-five Theses*, Luther at Worms, Calvin, the Schleitheim Confession, Latimer and the decrees of Trent, side by side with Romans.

PREREQUISITES

- Units 1–2 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can explain Luther’s discovery of justification by faith and the events of 1517–1525.
- ☐ I can compare Zwingli, Calvin and the Anabaptists.
- ☐ I can trace the English Reformation from 1534 to 1611.
- ☐ I can explain the teaching of the Council of Trent on justification fairly.
- ☐ I can explain the Reformation from Scripture, especially Romans 3–5.

LESSONS IN THIS UNIT

3.1	**Luther**	Four sessions, 30–50 minutes each
3.2	**Zwingli, Calvin and the Anabaptists**	Four sessions, 30–50 minutes each
3.3	**The English Reformation**	Four sessions, 30–50 minutes each
3.4	**Trent and the Catholic Reformation**	Four sessions, 30–50 minutes each

Unit 3 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. (2 pts) **Lesson 3.1**

   Where was Luther professor?

PART A · TERMS AND PEOPLE

2. (2 pts) **Lesson 3.1**

   Who sold indulgences near Wittenberg?

PART A · TERMS AND PEOPLE

3. (2 pts) **Lesson 3.1**

   Who hid Luther at the Wartburg?

PART A · TERMS AND PEOPLE

4. (2 pts) **Lesson 3.2**

   How did Zwingli begin preaching in 1519?

PART A · TERMS AND PEOPLE

5. (2 pts) **Lesson 3.2**

   How did Zwingli die?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 3.2**

Who was burned in Geneva in 1553?

PART A · TERMS AND PEOPLE

7. **2 pts** **Lesson 3.3**

What did the Act of Supremacy do?

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 3.3**

Who translated the New Testament from Greek in 1526?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 3.3**

What did Cranmer do with his right hand at the stake?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 3.4**

Which pope called it?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 3.4**

What did Trent say about authority?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 3.4**

What do the Reformers say about good works?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 3.1**

Put in order, earliest first: Trent's decree on justification; The Schleitheim Confession; Calvin publishes the Institutes; The King James Bible.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 3.2**

Put in order, earliest first: The Peasants' War; The Act of Supremacy; The Council of Trent closes; The Jesuits are approved.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 3.3**

Put in order, earliest first: Trent's decree on justification; The first Book of Common Prayer; Calvin publishes the Institutes; The King James Bible.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 3.4**

Put in order, earliest first: Servetus is burned at Geneva; The King James Bible; Luther sends the Ninety-five Theses; Calvin publishes the Institutes.

PART C · READING SOURCES

17. **10 pts** **Lesson 3.1**

Paul writes, "Therefore we conclude that a man is justified by faith without the deeds of the law" (Romans 3:28). (a) What does Paul say justifies a man? (b) How did this verse answer the sale of indulgences? (c) Why did Luther add "alone" in his German translation of this verse?

PART C · READING SOURCES

18. **10 pts** **Lesson 3.2**

Jesus said, "He that believeth and is baptized shall be saved" (Mark 16:16). (a) What order of believing and baptism does the verse give? (b) How did the Anabaptists use it? (c) How did Zwingli and Calvin answer them on infant baptism?

PART C · READING SOURCES

19. **10 pts** **Lesson 3.3**

Paul charges Timothy, “Preach the word; be instant in season, out of season; reprove, rebuke, exhort with all longsuffering and doctrine” (2 Timothy 4:2). (a) What does Paul command? (b) How did Latimer live this out? (c) What did it cost him?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 3.4**

Locate or describe: Wittenberg, Worms, the Wartburg, Zurich, Geneva, Münster, Canterbury and Trent.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 3.4**

Essay (400–500 words): What was the central question of the Reformation? Answer from Luther, Trent and Romans 3:28, and show why both sides thought the question mattered so much. Use at least two primary sources.

ANSWER KEY

1. Wittenberg.
2. Johann Tetzel.
3. Frederick the Wise.
4. Straight through the Gospel of Matthew.
5. In battle at Kappel, in 1531.
6. Michael Servetus.
7. Made the king Supreme Head of the Church of England (1534).
8. William Tyndale.
9. Thrust it first into the fire, because it had signed his recantation.
10. Paul III.
11. Scripture and tradition together.
12. They are the fruit, not the ground, of justification.
13. The Schleitheim Confession (1527); Calvin publishes the Institutes (1536); Trent's decree on justification (1547); The King James Bible (1611).
14. The Peasants' War (1525); The Act of Supremacy (1534); The Jesuits are approved (1540); The Council of Trent closes (1563).
15. Calvin publishes the Institutes (1536); Trent's decree on justification (1547); The first Book of Common Prayer (1549); The King James Bible (1611).
16. Luther sends the Ninety-five Theses (1517); Calvin publishes the Institutes (1536); Servetus is burned at Geneva (1553); The King James Bible (1611).
17. (a) Faith, without the deeds of the law. (b) Forgiveness cannot be bought or earned; it is God's free gift received by faith. (c) He held that "without the deeds of the law" means faith alone, and that German idiom needed the word to give Paul's meaning.
18. (a) Believing, then baptism. (b) To argue that only those who can believe should be baptized. (c) They argued that baptism is the sign of the covenant, given to children of believers as circumcision was (Colossians 2:11–12; Acts 2:39).
19. (a) To preach the word at all times, rebuking and exhorting patiently. (b) He preached plainly to kings and commons, rebuking idle prelates and urging diligent preaching. (c) His life; he was burned at Oxford in 1555.

20. Wittenberg on the Elbe in Saxony; Worms on the Rhine; the Wartburg, a castle above Eisenach in Thuringia; Zurich on its lake in northern Switzerland; Geneva at the west end of Lake Geneva; Münster in Westphalia, northwest Germany; Canterbury in Kent; Trent (Trento) in the Alpine valley of the Adige in northern Italy.
21. Look for: justification by faith alone versus faith formed by love and works; imputed versus infused righteousness; Romans 3–5 and Galatians; Trent Session VI and its canons; Luther's Freedom of a Christian; fair treatment of Rome's position. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: LETTERS HOME: 1517, 1521 AND 1555

Write three letters (300–400 words each) from a student or tradesman to his family: from Wittenberg in 1517, when the theses were posted; from Worms in 1521, when Luther stood before the emperor; and from Oxford in 1555, when Latimer and Ridley were burned. Every letter must rest on real details from the sources; cite them.

End each letter with a paragraph on what the writer has learned from Scripture (cite the verse).

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The letters	4: three letters, accurate and sourced, each with a Scripture reflection. 3: one weaker letter. 2: inaccurate or unsourced. 1: missing.
Timeline and map	4: the unit's pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 3 · THE REFORMATION · LESSON 3.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

3.1 Luther

OBJECTIVES

- Describe Luther's discovery of the righteousness of God.
- Explain the Ninety-five Theses and the Diet of Worms.
- Describe the spread of the Reformation and the Peasants' War of 1525.

> **Warm-up.** Luther said that when he understood Romans 1:17, he felt that he had been born again and entered paradise through open gates. What did he discover?

WATCH

Martin Luther Special Feature - Drive Thru History

Drive Thru History with Dave Stotts · 9:23

https://www.youtube.com/watch?v=jeOIotRKOEU

> **WHEN TO WATCH**
> After the Core ideas.

Note: Dave Stotts in Wittenberg and Worms on Luther.

BACKUP VIDEO

Tower Experience: Luther and the Reformation with R.C. Sproul

Ligonier Ministries · 23:09

https://www.youtube.com/watch?v=_0kZicIJhzY

A second video for another session, or if the first will not play.

KEY TERMS

indulgence
a remission of temporal punishment for sin granted by the church

justification by faith
God's declaring the sinner righteous for Christ's sake, received by faith alone

Peasants' War
the German peasants' revolt of 1524–1525

Ninety-five Theses
Luther's propositions for debate on indulgences, 31 October 1517

Diet of Worms
the imperial assembly of 1521 where Luther refused to recant

CORE IDEAS

The monk. Martin Luther (1483–1546), terrified in a thunderstorm, vowed to become a monk in 1505. He fasted, prayed and confessed for hours, but found no peace with God. As professor of Bible at Wittenberg he lectured on the Psalms, Romans and Galatians. He came to see that "the righteousness of God" in Romans 1:17 is not the justice by which God punishes, but the righteousness God gives freely to the one who believes.

The theses. In 1517 the Dominican Johann Tetzel sold indulgences nearby to pay for St. Peter's in Rome; a popular rhyme said that as soon as the coin in the coffer rings, the soul from purgatory springs. On 31 October 1517 Luther sent his **Ninety-five Theses** to the archbishop and, by tradition, posted them on the church door. Thesis 62 said the true treasure of the church is the holy Gospel of the glory and grace of God. Printed, they spread across Germany in weeks.

Worms. In 1520 Luther wrote three great treatises, including *The Freedom of a Christian*, and burned the pope's bull against him. Summoned before Emperor Charles V at the **Diet of Worms** in April 1521, he refused to recant unless convinced by Scripture or clear reason: "my conscience is captive to the Word of God." Declared an outlaw, he was hidden by Frederick the Wise at the Wartburg, where he translated the New Testament into German in eleven weeks.

Spread and trouble. Luther's teaching spread through cities and princes. In 1525 he married Katharina von Bora, a former nun. That year German peasants rose by the hundred thousand, some citing his writings; Luther first urged justice for them, then, when they burned and killed, called on the princes to crush them. Perhaps 100,000 died. The Augsburg Confession (1530) set out Lutheran belief. Luther's late writings against the Jews were harsh and sinful, and later Lutherans have repudiated them.

PICTURE STUDY



Martin Luther, Lucas Cranach the Elder, 1528 · Oil on panel · Veste Coburg, Germany (one of many versions)

Lucas Cranach the Elder, public domain. Wikimedia Commons.

Cranach, Luther's friend in Wittenberg and a printer too, painted Luther many times, and his workshop sent the portraits all over Germany.

Look closely

- The plain black gown of a scholar, not a monk's habit.
- The steady, determined face.

Talk about it

1. Why would a reformer's portrait be copied so widely?
2. What does the plain style say about Luther's message?

PRIMARY SOURCE

The Theses and Worms

Read Luther's *Ninety-five Theses* 1, 27–28, 36–37, 43 and 62, Luther's preface of 1545 on his discovery of Romans 1:17, and his answer at Worms (Classics Library). Then read Romans 1:16–17 and 3:21–28 in the KJV.

Steps

1. What does Thesis 1 say about repentance?
2. What does Thesis 62 call the true treasure of the church?
3. How did Luther come to understand "the righteousness of God"?
4. On what ground did Luther refuse to recant at Worms?

Check your work

- ☐ Lifelong repentance
- ☐ The Gospel
- ☐ Righteousness given
- ☐ Scripture and conscience

TIMELINE AND MAP NOTEBOOK

1. Map: mark Eisleben, Erfurt, Wittenberg, Leipzig, Worms, the Wartburg and Augsburg.
2. Timeline: 1483 Luther born; 1505 the vow; 1517 the theses; 1519 Leipzig debate; 1520 three treatises; 1521 Worms; 1522 German New Testament; 1525 Peasants' War and marriage; 1530 Augsburg Confession; 1534 complete German Bible; 1546 Luther dies.

> **From history.** The famous words "Here I stand, I can do no other" appear in the earliest printed accounts of Worms, but not in the official record, which ends, "God help me. Amen."

> **Church history.** Luther wrote the hymn "A Mighty Fortress Is Our God" (about 1529), on Psalm 46. It became the battle hymn of the Reformation.

SEE IT: INTERACTIVE.

Layered History Timeline: Martin Luther

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Luther, Ninety-five Theses. Opens in a new tab.

PRACTICE

1. Easy What vow did Luther make in 1505?

   ▼ **Show answer**

   To become a monk.

2. Easy What verse transformed his understanding?

   ▼ **Show answer**

   Romans 1:17.

3. Medium What was the money for?

   ▼ **Show answer**

   Rebuilding St. Peter's in Rome.

4. Medium Who presided at the Diet of Worms?

   ▼ **Show answer**

   Emperor Charles V.

5. Hard What did Luther translate there?

   ▼ **Show answer**

   The New Testament into German.

6. Challenge In four sentences, explain why Luther refused to recant at Worms.

   ▼ **Show answer**

   Sample: He believed his books taught what Scripture teaches. He would not deny it unless shown wrong from Scripture or clear reason. Popes and councils had erred and contradicted each other. His conscience was captive to the Word of God.

COMMON MISTAKES

- Thinking Luther meant to start a new church. He wanted to reform the church from within; he was excommunicated in 1521.
- Thinking Luther was without faults. He could be coarse and violent in speech, and his late writings against the Jews were sinful.

> **Scripture.** "For therein is the righteousness of God revealed from faith to faith: as it is written, The just shall live by faith." (Romans 1:17, KJV)
>
> The verse that opened the gates of paradise to Luther.

UNIT 3 · THE REFORMATION · LESSON 3.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

3.2 Zwingli, Calvin and the Anabaptists

OBJECTIVES

- Describe Zwingli's reformation in Zurich.
- Describe Calvin, the Institutes and Geneva.
- Describe the Anabaptists, the Schleitheim Confession and Münster.

> **Warm-up.** The Reformers agreed that Scripture was the highest authority, yet they disagreed among themselves about baptism and the Lord's Supper. Why might reading the same Bible lead to different answers?

WATCH

Calvin and Calvinism

Ryan M Reeves · 19:44

https://www.youtube.com/watch?v=9ucUn2HevEw

> **WHEN TO WATCH**
> With the Core ideas on Calvin.

Note: Ryan Reeves on Calvin and Calvinism.

BACKUP VIDEO

Who was Zwingli, and what was his impact on the Reformation?

Ligonier Ministries · 3:40

https://www.youtube.com/watch?v=99-IyVpS7Lk

A second video for another session, or if the first will not play.

KEY TERMS

Zwingli

Huldrych Zwingli (1484–1531), reformer of Zurich

Calvin

John Calvin (1509–1564), French reformer of Geneva

Institutes

Calvin's Institutes of the Christian Religion (1536, final edition 1559)

Anabaptists

"rebaptizers", who baptized only professing believers

Schleitheim Confession

the Swiss Brethren's statement of faith (1527)

CORE IDEAS

Zwingli. In Zurich the priest **Huldrych Zwingli** began in 1519 to preach straight through the Gospel of Matthew. The city council adopted the Reformation in 1523, removing images and the Mass. At Marburg in 1529 Luther and Zwingli agreed on

fourteen of fifteen articles but split over the Lord's Supper: Luther held that Christ's body is truly present, Zwingli that the bread signifies it. Zwingli was killed in battle at Kappel in 1531.

Calvin. John Calvin, a French humanist trained in law, was converted about 1533 and fled France. In 1536 he published the **Institutes**. Passing through Geneva, he was persuaded by Guillaume Farel to stay. Except for an exile in Strasbourg, he labored there until his death, preaching almost daily, writing commentaries on most of the Bible, training pastors and founding an academy. He taught the sovereignty of God in salvation, including predestination.

Geneva. Calvin's Geneva was governed by the city councils, with a consistory of pastors and elders that disciplined morals. It welcomed thousands of Protestant refugees; John Knox called it "the most perfect school of Christ." In 1553 the council burned Michael Servetus, who denied the Trinity, with Calvin's approval of his death, though Calvin asked for a milder death. Most Christians of the age, Catholic and Protestant, thought heresy a capital crime; it was a grave error.

Anabaptists. Some of Zwingli's students, the Swiss Brethren, held that only believers should be baptized; they rebaptized each other in 1525. The **Schleitheim Confession** (1527) taught believers' baptism, separation from the world, and refusal of the sword and oaths. Catholics and Protestants alike persecuted them; Felix Manz was drowned in Zurich in 1527. In 1534–1535 radical Anabaptists seized **Münster**, practiced polygamy and proclaimed a kingdom until the city was retaken in blood. Menno Simons gathered the peaceful Anabaptists afterward, the Mennonites.

PICTURE STUDY



John Calvin, Unknown French artist, 16th century · Oil on panel · Museum Catharijneconvent, Utrecht

Anonymous (France) Unknown author, public domain. Wikimedia Commons.

Calvin was often ill and worked to exhaustion; his portraits show a thin, serious scholar. He asked to be buried in an unmarked grave, so that no one would venerate it.

Look closely

- The black cap and gown of a scholar and preacher.
- The long, thin face.

Talk about it

1. Why would Calvin want an unmarked grave?
2. How does this portrait compare with Cranach's Luther?

PRIMARY SOURCE

Calvin and Schleitheim

Read one of Calvin's sermons (Classics Library) and the *Institutes* I.1.1 (knowledge of God and of ourselves), then the Schleitheim Confession, articles 1, 4 and 6 (in the Internet History Sourcebooks or the Anabaptist Mennonite encyclopedia GAMEO).

Steps

1. What does Calvin say are the two parts of wisdom?
2. What does Schleitheim say about baptism?
3. What does it say about the sword?
4. Why did both Catholics and Protestants persecute the Anabaptists?

Check your work

- ☐ God and ourselves
- ☐ Believers' baptism
- ☐ Refusal of the sword
- ☐ Reasons for persecution

TIMELINE AND MAP NOTEBOOK

1. Map: mark Zurich, Geneva, Strasbourg, Marburg, Schleitheim, Münster and Kappel.
2. Timeline: 1519 Zwingli preaches; 1523 Zurich reforms; 1525 first rebaptisms; 1527 Schleitheim and Manz; 1529 Marburg; 1531 Kappel; 1534–1535 Münster; 1536 Institutes and Geneva; 1553 Servetus; 1559 Geneva Academy; 1564 Calvin dies.

> **From history.** Calvin's Geneva produced the Geneva Bible (1560), the first English Bible with verse numbers and study notes. It was the Bible of Shakespeare, the Puritans and the Pilgrims.

Church history. The Reformed churches of Switzerland, France, the Netherlands, Scotland and the English Puritans looked to Calvin. Baptists later took up believers' baptism, though most came from the English Puritans, not directly from the Anabaptists.

SEE IT: INTERACTIVE.

Layered History Timeline: John Calvin

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Calvin, Institutes of the Christian Religion. Opens in a new tab.

PRACTICE

1. Easy Where did Zwingli reform?

   ▼ **Show answer**

   Zurich.

2. Easy Over what did Luther and Zwingli split at Marburg?

   ▼ **Show answer**

   The Lord's Supper.

3. Medium What was Calvin's training?

   ▼ **Show answer**

   Law and the humanities.

4. Medium What did Knox call Geneva?

   ▼ **Show answer**

   The most perfect school of Christ.

5. Hard What does Anabaptist mean?

   ▼ **Show answer**

   Rebaptizer.

6. **Challenge** In four sentences, judge the persecution of the Anabaptists fairly.

▼ **Show answer**

Sample: Most Anabaptists were peaceful believers who sought to obey Scripture. Rulers feared them as rebels because they refused oaths and the sword, and Münster confirmed their fears. Yet drowning and burning men for their faith was a grievous sin. Scripture gives the sword to punish evildoers, not to compel conscience.

COMMON MISTAKES

- Thinking Calvin ruled Geneva as a dictator. The city councils governed; Calvin was a pastor, not a citizen until 1559.
- Thinking all Anabaptists were like Münster. Most were peaceful; Münster was a radical exception.

> **Scripture.** "He that believeth and is baptized shall be saved; but he that believeth not shall be damned." (Mark 16:16, KJV)
>
> Both sides of the baptism debate began from verses like this.

UNIT 3 · THE REFORMATION · LESSON 3.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

3.3 The English Reformation

OBJECTIVES

- Explain Henry VIII's break with Rome.
- Describe the reforms under Edward VI and the reaction under Mary.
- Describe the Elizabethan settlement and the King James Bible.

> **Warm-up.** Hugh Latimer, about to be burned, told Ridley, "Be of good comfort, Master Ridley, and play the man." What gave him such courage?

WATCH

The Father of the English Bible: Visiting the Statue of William Tyndale

Ligonier Ministries · 8:42

https://www.youtube.com/watch?v=fknicjuGf0w

> **WHEN TO WATCH**
> With the Core idea on the English Bible.

Note: Ligonier at the statue of William Tyndale.

BACKUP VIDEO

The English Reformation (Henry VIII and the Church of England)

Tom Richey · 10:31

https://www.youtube.com/watch?v=JxYzLCvPyfs

A second video for another session, or if the first will not play.

KEY TERMS

Act of Supremacy
the law of 1534 making the king Supreme Head of the Church of England

Book of Common Prayer
Cranmer's English service book (1549, 1552)

Authorized Version
the King James Bible of 1611

Tyndale
William Tyndale (c. 1494–1536), translator of the English Bible

Marian martyrs
about 280 Protestants burned under Mary I (1555–1558)

CORE IDEAS

Henry's break. Henry VIII wanted a male heir and an annulment of his marriage to Catherine of Aragon, which the pope would not grant. In 1534 Parliament passed the

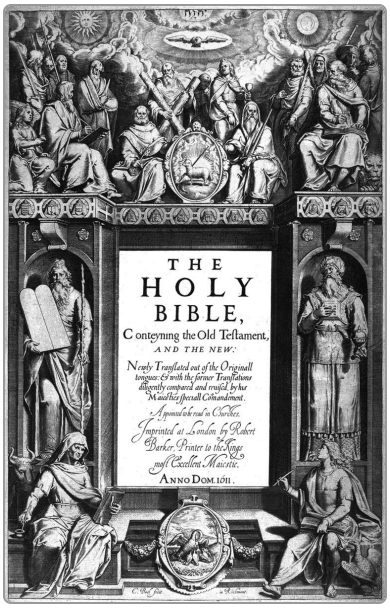
Act of Supremacy, making the king Supreme Head of the Church of England. Henry dissolved the monasteries and took their lands, and executed Thomas More and others who refused his oath. He remained Catholic in much doctrine.

The English Bible. Meanwhile **William Tyndale**, in exile, translated the New Testament from Greek (1526) and much of the Old Testament from Hebrew. Copies were smuggled into England and burned. Betrayed in Antwerp, he was strangled and burned in 1536, praying, "Lord, open the king of England's eyes." Within three years Henry ordered an English Bible, largely Tyndale's, placed in every parish church.

Edward and Mary. Under the boy king **Edward VI** (1547–1553), Archbishop Thomas Cranmer made England Protestant and wrote the **Book of Common Prayer** (1549). **Mary I** (1553–1558), Catherine's daughter, restored Catholicism and burned some 280 Protestants, among them bishops **Hugh Latimer** and Nicholas Ridley (1555) and Cranmer himself (1556), who thrust first into the fire the hand that had signed his recantation. John Foxe recorded them in his *Acts and Monuments* (1563).

Elizabeth and James. Elizabeth I (1558–1603) restored a Protestant church with bishops and the Prayer Book, the Elizabethan settlement; she also executed Catholic priests as traitors in an age of plots. Puritans wanted further reform. In 1604 James I agreed to a new translation; some fifty scholars, building on Tyndale, produced the **Authorized Version** of 1611, the King James Bible quoted in this course.

PICTURE STUDY



The Title Page of the King James Bible, Engraved by Cornelis Boel, 1611 · Engraving · First edition, printed by Robert Barker, London

Church of England, public domain. Wikimedia Commons.

The first edition of the Authorized Version was a large folio for reading aloud in churches. Its title page shows Moses and Aaron, the Gospel writers and the apostles around the title.

Look closely

- Find Moses with the tablets and Aaron in priestly robes.
- The four evangelists sit in the corners with their symbols.

Talk about it

1. Why put Moses and Aaron beside the title?
2. What does the page say about how the translators saw their work?

PRIMARY SOURCE

Latimer's Sermon of the Plough

Read Hugh Latimer, *Sermon of the Plough* (1548), the passages on the "busiest bishop in England" (Classics Library), and Foxe's account of the burning of Latimer and Ridley (*Acts and Monuments*, 1555, available free online through the John Foxe project). Then read 2 Timothy 4:2 in the KJV.

Steps

1. Why does Latimer compare preaching to plowing?
2. Who is the busiest bishop in England, and why?
3. What did Latimer say at the stake?
4. How does 2 Timothy 4:2 fit Latimer's sermon?

Check your work

- ☐ The plough
- ☐ The devil
- ☐ Play the man
- ☐ Preach the word

TIMELINE AND MAP NOTEBOOK

1. Map: mark London, Canterbury, Oxford, Antwerp, Vilvoorde and Cambridge.
2. Timeline: 1526 Tyndale's New Testament; 1534 Act of Supremacy; 1535 More executed; 1536 Tyndale burned; 1539 Great Bible; 1549 Prayer Book; 1553 Mary; 1555 Latimer and Ridley; 1556 Cranmer; 1558 Elizabeth; 1563 Foxe; 1611 King James Bible.

> **From history.** About 80 percent of the King James New Testament keeps Tyndale's wording, scholars estimate, so Tyndale's English is still quoted every Sunday.

> **Church history.** Latimer's words in full, according to Foxe, were: "we shall this day light such a candle, by God's grace, in England, as I trust shall never be put out."

SEE IT: INTERACTIVE.

Layered History Timeline: William Tyndale

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Book of Common Prayer · King James Bible. Opens in a new tab.

PRACTICE

1. Easy Why did Henry VIII break with Rome?

   ▼ **Show answer**

   The pope would not annul his marriage to Catherine of Aragon.

2. Easy What did Henry do with the monasteries?

   ▼ **Show answer**

   Dissolved them and took their lands.

3. Medium What did Tyndale pray at his death?

   ▼ **Show answer**

   Lord, open the king of England's eyes.

4. Medium When were Latimer and Ridley burned?

   ▼ **Show answer**

   1555.

5. Hard Who recorded the martyrs?

   ▼ **Show answer**

   John Foxe.

6. Challenge In four sentences, explain how England changed religion four times in thirty years.

   ▼ **Show answer**

   Sample: Henry broke with Rome but kept much Catholic doctrine. Edward and Cranmer made the church Protestant. Mary restored Catholicism and burned Protestants. Elizabeth restored a Protestant church that lasted.

COMMON MISTAKES

- Thinking the English Reformation was only about Henry's marriage. That began the break, but Tyndale, Cranmer and Latimer brought the Gospel teaching.
- Thinking only Catholics persecuted. Henry burned Protestants and hanged Catholics; Elizabeth executed Catholic priests.

> **Scripture.** "Preach the word; be instant in season, out of season; reprove, rebuke, exhort with all longsuffering and doctrine." (2 Timothy 4:2, KJV)
>
> Latimer preached the word in season and out.

UNIT 3 · THE REFORMATION · LESSON 3.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

3.4 Trent and the Catholic Reformation

OBJECTIVES

- Describe the Council of Trent and its decrees.
- Compare Trent's teaching on justification with Romans 3–5.
- Describe the Jesuits and the Catholic Reformation.

> **Warm-up.** The Council of Trent met on and off for eighteen years. What would a church need to settle that took so long?

WATCH

The Catholic Counter-Reformation

Tom Richey · 14:08

https://www.youtube.com/watch?v=hcveOq9ce1c

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

Ignatius Loyola and the Catholic Reformation

Ryan M Reeves · 37:23

https://www.youtube.com/watch?v=xHjVsNFE60U

A second video for another session, or if the first will not play.

KEY TERMS

Council of Trent
the Roman Catholic council of 1545–1563

Counter-Reformation
the Catholic response to Protestantism, also called the Catholic Reformation

Session VI
Trent's decree on justification (1547)

Ignatius of Loyola
Spanish founder of the Jesuits (1491–1556)

Index
the list of books forbidden to Catholics (1559)

CORE IDEAS

Reform within. Many Catholics wanted reform before Luther: the Spanish Cardinal Ximenes reformed clergy and published a great multilingual Bible; the Oratory of Divine Love in Rome gathered devout priests. After 1534 Pope Paul III appointed reforming cardinals and called a council.

Trent. The **Council of Trent** met in three periods between 1545 and 1563. It reformed abuses: bishops must live in their dioceses, seminaries were founded to train priests, the sale of indulgences was forbidden. It also defined doctrine against the Protestants: Scripture and tradition together as authority, the Vulgate as the authentic Bible, seven sacraments, transubstantiation and purgatory.

Justification. In **Session VI** (1547) Trent taught that justification is not only the forgiveness of sins but the renewal of the inner man by grace infused through baptism, that man cooperates with grace, and that justification is increased by good works and can be lost by mortal sin. Its canon 9 condemned anyone who says the sinner is justified by faith alone. The Reformers answered from Romans 3–5 that God justifies the ungodly by counting Christ's righteousness to them through faith, and that good works are the fruit, not the ground, of justification.

The Jesuits. Ignatius of Loyola, a wounded soldier, gave himself to Christ and wrote the *Spiritual Exercises*. His Society of Jesus (1540) took a vow of obedience to the pope, founded hundreds of schools and colleges, won back much of Poland, Bavaria and Austria, and sent missionaries worldwide. The Catholic Reformation also used force: the Roman Inquisition (1542) and the **Index** of forbidden books (1559).

PICTURE STUDY



The Council of Trent, Pasquale Cati, 1588 · Fresco · Santa Maria in Trastevere, Rome

Pasquale Cati, public domain. Wikimedia Commons.

Painted a generation after the council, this fresco celebrates Trent as the triumph of the church, with a figure of the Church enthroned before the assembled bishops.

Look closely

- The rows of bishops in their miters.
- The enthroned figure representing the Church.

Talk about it

1. How does the painting present the council?
2. How would a Protestant of 1588 have seen it?

PRIMARY SOURCE

Trent and Romans

Read the Council of Trent, Session VI, chapters 7–8 and canons 9, 11, 12 and 24 (in the Hanover Historical Texts Project or any edition of the canons and decrees). Then read Romans 3:21–28, 4:1–8 and 5:1 in the KJV.

Steps

1. How does Trent describe justification in chapter 7?
2. What does canon 9 condemn?
3. What does Romans 4:5 say God justifies?
4. State the difference between Trent and the Reformers fairly, in one paragraph.

Check your work

- ☐ Infused grace
- ☐ Faith alone condemned
- ☐ The ungodly justified
- ☐ Fair statement

TIMELINE AND MAP NOTEBOOK

1. Map: mark Trent, Rome, Loyola, Montserrat, Paris, Ingolstadt and Kraków; shade lands won back to Catholicism by 1600.
2. Timeline: 1517 Luther; 1521 Ignatius wounded; 1534 Paul III; 1540 Jesuits approved; 1542 Roman Inquisition; 1545 Trent opens; 1547 Session VI; 1559 Index; 1563 Trent closes; 1566 Roman Catechism.

> **From history.** Ignatius was wounded by a cannonball at Pamplona in 1521, the year of Worms. While recovering he read lives of Christ and the saints, and resolved to serve God.

> **Church history.** Trent's decrees shaped the Roman Catholic Church until the Second Vatican Council (1962–1965). Its canons on justification have never been withdrawn.

SEE IT: INTERACTIVE.

Layered History Timeline: Council of Trent

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy When did the Council of Trent meet?

   ▼ **Show answer**

   1545–1563.

2. Easy Name two abuses Trent reformed.

   ▼ **Show answer**

   Absent bishops, ignorant priests (seminaries), sale of indulgences (any two).

3. Medium Which Bible did Trent declare authentic?

   ▼ **Show answer**

   The Latin Vulgate.

4. Medium What does canon 9 condemn?

   ▼ **Show answer**

   The teaching that the sinner is justified by faith alone.

5. Hard Who founded the Jesuits?

   ▼ **Show answer**

   Ignatius of Loyola.

6. Challenge In four sentences, compare Trent and Romans 4:5 on justification.

   ▼ **Show answer**

   Sample: Trent teaches that justification is renewal by infused grace, increased by works. Paul says God justifies the ungodly, counting faith for righteousness, to him that worketh not. The Reformers held that justification is a declaration, and renewal (sanctification) follows. Both sides agreed good works matter; they differed on whether they are part of the ground of justification.

COMMON MISTAKES

- Thinking Trent only condemned Protestants. It also reformed real abuses, such as absent bishops and ignorant priests.
- Thinking the Catholic and Protestant views of justification differ only in words. Trent itself saw a real difference and condemned faith alone.

> **Scripture.** "But to him that worketh not, but believeth on him that justifieth the ungodly, his faith is counted for righteousness." (Romans 4:5, KJV)
>
> The verse at the heart of the dispute with Trent.

UNIT 4

Wars of Religion and the Modern State

For more than a century after Luther, Europe fought over religion and power: Spain against the Turks and England, Catholic against Protestant in France and Germany, king against Parliament in England. Out of the wars came a new order: sovereign states, the Peace of Westphalia, England's Glorious Revolution and Bill of Rights, and on the Continent the absolute monarchs.

Students read Elizabeth at Tilbury, Milton, Bunyan and the English Bill of Rights, and compare the paths of England and France.

PREREQUISITES

- Units 1–3 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can explain Lepanto and the Armada and their significance.
- ☐ I can explain the causes, course and settlement of the Thirty Years' War.
- ☐ I can trace England from the Puritans through the Civil War to 1689.
- ☐ I can describe absolutism in France, Russia and Austria, and Vienna 1683.
- ☐ I can compare the English and French paths to the modern state.

LESSONS IN THIS UNIT

4.1	**Philip II, Elizabeth, Lepanto and the Armada**	Four sessions, 30–50 minutes each
4.2	**The Thirty Years' War and Westphalia**	Four sessions, 30–50 minutes each
4.3	**Puritans, the Civil War and 1688**	Four sessions, 30–50 minutes each
4.4	**Absolutism**	Four sessions, 30–50 minutes each

Unit 4 Test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. (2 pts) **Lesson 4.1**
   What paid for Philip's armies?

PART A · TERMS AND PEOPLE

2. 2 pts Lesson 4.1

Who led the Christian fleet at Lepanto?

PART A · TERMS AND PEOPLE

3. 2 pts Lesson 4.1

What was the Armada meant to do?

PART A · TERMS AND PEOPLE

4. 2 pts Lesson 4.2

What happened at Prague in 1618?

PART A · TERMS AND PEOPLE

5. 2 pts Lesson 4.2

Where were the Bohemians defeated in 1620?

PART A · TERMS AND PEOPLE

6. 2 pts Lesson 4.2

What city was sacked in 1631?

PART A · TERMS AND PEOPLE

7. 2 pts Lesson 4.3

What did Charles I believe about kingship?

PART A · TERMS AND PEOPLE

8. 2 pts Lesson 4.3

When did the Civil War begin?

PART A · TERMS AND PEOPLE

9. 2 pts Lesson 4.3

Where did Bunyan write?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 4.4**

What rebellion shaped his boyhood?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 4.4**

Who built French industry and the navy?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 4.4**

Whom did Peter defeat at Poltava?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 4.1**

Put in order, earliest first: The English Civil War begins; Mary, Queen of Scots is executed; The defeat of the Spanish Armada; The English Bill of Rights.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 4.2**

Put in order, earliest first: Gustavus Adolphus dies at Lützen; The defeat of the Spanish Armada; The revocation of the Edict of Nantes; Louis XIV becomes king.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 4.3**

Put in order, earliest first: Charles I is executed; Mary, Queen of Scots is executed; The sack of Magdeburg; The siege of Vienna is broken.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 4.4**

Put in order, earliest first: The Battle of Lepanto; The siege of Vienna is broken; The defeat of the Spanish Armada; Peter the Great founds St. Petersburg.

PART C · READING SOURCES

17. **10 pts** **Lesson 4.1**

The psalmist writes, “Yea, he sent out his arrows, and scattered them; and he shot out lightnings, and discomfited them” (Psalm 18:14). (a) Who scatters the enemies in the psalm? (b) Why did Englishmen see 1588 this way? (c) Should a Christian claim God was on his side in a war? Explain carefully.

PART C · READING SOURCES

18. **10 pts** **Lesson 4.2**

Jesus said, “All they that take the sword shall perish with the sword” (Matthew 26:52). (a) What does Jesus warn? (b) How did the Thirty Years’ War illustrate this? (c) Does this verse forbid all war? Explain, with Romans 13:4.

PART C · READING SOURCES

19. **10 pts** **Lesson 4.3**

Peter and the apostles said, “We ought to obey God rather than men” (Acts 5:29). (a) When must a Christian disobey rulers? (b) How did Bunyan apply this verse? (c) How is his course different from armed rebellion?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 4.4**

Locate or describe: Lepanto, the English Channel, Prague, Westphalia (Münster and Osnabrück), Naseby, Versailles, St. Petersburg and Vienna.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 4.4**

Essay (400–500 words): Why did England end the seventeenth century with limited monarchy while France ended it with absolute monarchy? Use the Puritans, the Civil War, 1688 and Louis XIV, and at least two primary sources.

ANSWER KEY

1. Silver from the Americas, especially Potosí.
2. Don John of Austria.
3. Escort a Spanish army from the Netherlands to invade England.
4. Protestant nobles threw two imperial officials from a window.
5. White Mountain.
6. Magdeburg.
7. Divine right: kings answer only to God.
8. 1642.
9. Bedford jail.
10. The Fronde.
11. Colbert.
12. Sweden.
13. Mary, Queen of Scots is executed (1587); The defeat of the Spanish Armada (1588); The English Civil War begins (1642); The English Bill of Rights (1689).
14. The defeat of the Spanish Armada (1588); Gustavus Adolphus dies at Lützen (1632); Louis XIV becomes king (1643); The revocation of the Edict of Nantes (1685).
15. Mary, Queen of Scots is executed (1587); The sack of Magdeburg (1631); Charles I is executed (1649); The siege of Vienna is broken (1683).
16. The Battle of Lepanto (1571); The defeat of the Spanish Armada (1588); The siege of Vienna is broken (1683); Peter the Great founds St. Petersburg (1703).
17. (a) God. (b) The storms, not the English fleet alone, wrecked the Armada. (c) A Christian may thank God for deliverance, but should be humble about claiming to know God's purposes, since Providence also permits defeats.
18. (a) Those who live by violence die by it. (b) Thirty years of fighting destroyed armies, princes and millions in Germany without a decisive victory. (c) No; Romans 13:4 gives rulers the sword to punish evildoers, but forbids spreading the faith by violence.
19. (a) When rulers command what God forbids, or forbid what God commands. (b) He kept preaching though forbidden, and accepted prison. (c) He disobeyed the law peaceably and suffered its penalty, rather than taking up arms.

20. Lepanto, the Gulf of Patras off western Greece; the English Channel between England and France; Prague in Bohemia on the Vltava; Münster and Osnabrück in Westphalia, northwest Germany; Naseby in Northamptonshire, central England; Versailles just west of Paris; St. Petersburg at the mouth of the Neva on the Baltic; Vienna on the Danube in Austria.
21. Look for: Parliament's power of the purse and common law; the Puritan conscience; the Civil War and Cromwell; the Restoration and 1688; the Bill of Rights; Louis XIV, Versailles, the Fronde, revocation of Nantes; divine right versus law. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: THREE MAPS OF EUROPE: 1550, 1648 AND 1715

Draw three maps of Europe, for 1550, 1648 and 1715. Show the major states and their rulers, the religious divisions (Catholic, Lutheran, Reformed, Anglican, Orthodox, Muslim), and the key battles of each period. On each map write a 150-word caption explaining what changed and why.

Finish with a 300-word essay: what was the biggest change between 1550 and 1715?

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with “c.” used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The maps	4: three accurate maps with religion, rulers and battles, strong captions and essay. 3: one weak map or caption. 2: inaccurate. 1: missing.
Timeline and map	4: the unit’s pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 4 · WARS OF RELIGION AND THE MODERN STATE · LESSON 4.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

4.1 Philip II, Elizabeth, Lepanto and the Armada

OBJECTIVES

- Describe Philip II’s empire and the Battle of Lepanto.
- Explain the conflict between Spain and England.
- Describe the defeat of the Spanish Armada in 1588.

Warm-up. In 1588 Elizabeth told her soldiers, “I know I have the body of a weak and feeble woman; but I have the heart and stomach of a king.” What was she preparing them for?

WATCH

Ten Minute English and British History #18 - The Late Tudors: Elizabeth and the Spanish Armada

History Matters · 10:00

https://www.youtube.com/watch?v=87kZSY9On7k

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

Battle of Lepanto 1571 - Ottoman Wars DOCUMENTARY

Kings and Generals · 14:08

https://www.youtube.com/watch?v=0Z0S8eSbDjQ

A second video for another session, or if the first will not play.

KEY TERMS

Philip II
king of Spain (1556–1598), ruler of the greatest empire of the age

Dutch Revolt
the Netherlands’ rising against Spain from 1568

Tilbury
the camp on the Thames where Elizabeth addressed her army

Lepanto
the naval battle of 1571 where the Holy League defeated the Ottoman fleet

Armada
the Spanish fleet sent against England in 1588

Philip's empire. Philip II of Spain ruled Spain, the Netherlands, much of Italy and the Americas, and from 1580 Portugal and its empire too. Silver from Potosí paid for his armies. Devout and hard-working, he ruled by paperwork from his palace-monastery of El Escorial and saw himself as the champion of the Catholic faith.

Lepanto. The Ottoman Turks took Cyprus from Venice in 1570–1571. Pope Pius V formed a Holy League of Spain, Venice and the Papacy. On 7 October 1571, at **Lepanto** off Greece, Philip's half-brother Don John of Austria led about 200 galleys against a similar Ottoman fleet and destroyed it; some 12,000 Christian galley slaves were freed. Cervantes, who later wrote *Don Quixote*, lost the use of his left hand there.

Spain and England. Philip faced Protestant rebellion in the Netherlands from 1568; William of Orange led the Dutch, and Elizabeth eventually sent them troops in 1585. English sea dogs such as Francis Drake raided Spanish treasure ships. Mary, Queen of Scots, a Catholic claimant to Elizabeth's throne, was executed in 1587 after plots against Elizabeth. Philip resolved to invade England.

The Armada. In 1588 the **Armada** of about 130 ships sailed to escort a Spanish army from the Netherlands. English ships harried it up the Channel; fireships at Calais broke its formation; and at Gravelines the English mauled it. Storms drove the fleet around Scotland and Ireland, where many ships were wrecked. Barely half returned. English medals read, "He blew with His winds, and they were scattered." The war went on until 1604, but England and the Dutch survived.

PICTURE STUDY



The Armada Portrait of Elizabeth I, Unknown English artist, c. 1588 · Oil on panel · Woburn Abbey; versions at the National Portrait Gallery and Royal Museums Greenwich

Formerly attributed to George Gower, public domain. Wikimedia Commons.

Painted to celebrate the victory of 1588, the portrait shows the queen with her hand on a globe. Through the windows, fireships approach the Armada on one side, and Spanish ships are wrecked on rocks on the other.

Look closely

- Her hand on the globe, over the Americas.
- The two windows: calm and fire on the left, storm and wreck on the right.

Talk about it

1. What claims does the portrait make about England's future?
2. How does the painting connect the victory to Providence?

PRIMARY SOURCE

Elizabeth at Tilbury

Read Elizabeth's speech to the troops at Tilbury, August 1588 (in the Internet History Sourcebooks or the British Library's collections). Then read Psalm 18:14–15 in the KJV.

Steps

1. How does Elizabeth describe her trust in her people?
2. What does she promise to do herself?
3. What does she say about her body and her heart?
4. Why was the English medal's claim about the winds fitting?

Check your work

- ☐ Loyal hearts
- ☐ Live and die among them
- ☐ Heart of a king
- ☐ The storms

TIMELINE AND MAP NOTEBOOK

1. Map: mark Spain, Lisbon, the Netherlands, Calais, Gravelines, Tilbury, Lepanto and the Armada's route around Scotland and Ireland.
2. Timeline: 1556 Philip king; 1558 Elizabeth queen; 1568 Dutch Revolt; 1571 Lepanto; 1577–1580 Drake circles the globe; 1580 Philip takes Portugal; 1587 Mary, Queen of Scots executed; 1588 Armada; 1598 Philip dies; 1603 Elizabeth dies; 1604 peace.

> **From history.** Don John's flagship flew a banner from the pope with Christ crucified. Before the battle, the men of the Christian fleet knelt as the banner was raised.

> **Church history.** Pius V asked all Christendom to pray the rosary for the fleet; the Catholic feast of Our Lady of the Rosary on 7 October recalls Lepanto.

SEE IT: INTERACTIVE.

Layered History Timeline: Elizabeth I

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Battle of Lepanto. Opens in a new tab.

PRACTICE

1. Easy What lands did Philip II rule?

   ▼ **Show answer**

   Spain, the Netherlands, much of Italy, the Americas and from 1580 Portugal (any three).

2. Easy When was Lepanto?

   ▼ **Show answer**

   7 October 1571.

3. Medium Which famous author fought at Lepanto?

   ▼ **Show answer**

   Cervantes.

4. Medium Why was Mary, Queen of Scots executed?

   ▼ **Show answer**

   For plots against Elizabeth (1587).

5. Hard What broke the Armada's formation at Calais?

   ▼ **Show answer**

   English fireships.

6. Challenge In four sentences, explain why Philip II sent the Armada.

   ▼ **Show answer**

   Sample: Elizabeth supported the Dutch rebels against him. English sea dogs raided his treasure ships. The execution of Mary, Queen of Scots removed a Catholic heir. Philip saw himself as defender of the Catholic faith against Protestant England.

COMMON MISTAKES

- Thinking the Armada was destroyed by English guns alone. The storms off Scotland and Ireland did most of the damage.
- Thinking Spain collapsed after 1588. Spain remained the greatest power in Europe for another half century.

> **Scripture.** "Yea, he sent out his arrows, and scattered them; and he shot out lightnings, and discomfited them." (Psalm 18:14, KJV)
>
> Englishmen remembered 1588 as a scattering by God's winds.

UNIT 4 · WARS OF RELIGION AND THE MODERN STATE · LESSON 4.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

4.2 The Thirty Years' War and Westphalia

OBJECTIVES

- Explain the causes of the Thirty Years' War.
- Describe its course and its devastation of Germany.
- Explain the Peace of Westphalia and its significance.

> **Warm-up.** The Thirty Years' War began when Protestant nobles threw two royal officials out of a castle window in Prague. How could a single act start a war that lasted thirty years?

WATCH

Ten Minute History - The Thirty Years' War (Short Documentary)

History Matters · 10:00

https://www.youtube.com/watch?v=EBLVzdvp8qE

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

The Thirty Years War

Tom Richey · 15:55

https://www.youtube.com/watch?v=B18zwAVO4q0

A second video for another session, or if the first will not play.

KEY TERMS

Defenestration of Prague
the throwing of two imperial officials from a window in 1618

Gustavus Adolphus
Lutheran king of Sweden (1611–1632) who intervened in Germany

Richelieu
Cardinal Richelieu, chief minister of Louis XIII of France

Peace of Westphalia
the treaties of 1648 that ended the war

sovereignty
a state's supreme authority within its borders

CORE IDEAS

The setting. The Peace of Augsburg (1555) let each German prince choose Lutheranism or Catholicism for his lands, but excluded the Reformed. Tensions grew. In 1618 Bohemian Protestants, fearing their Habsburg king Ferdinand, threw two of his officials from a window in Prague, the **Defenestration of Prague**, and

offered their crown to the Calvinist Frederick of the Palatinate. Ferdinand, now emperor, crushed them at White Mountain in 1620.

The war widens. Denmark intervened for the Protestants and was beaten by the imperial general Wallenstein. In 1630 **Gustavus Adolphus** of Sweden landed in Germany, won at Breitenfeld (1631) and died victorious at Lützen (1632). Catholic France, under **Cardinal Richelieu**, then joined the Protestant side against the Habsburgs. The war became a struggle for power as much as religion.

Devastation. Armies lived off the land, plundering, burning and spreading disease. The sack of Magdeburg in 1631 killed some 20,000. Germany lost perhaps a fifth to a third of its people, more in some regions. The Lutheran pastor Paul Gerhardt lived through it and wrote hymns of trust, and Martin Rinkart, a pastor who buried thousands in plague years, wrote "Now Thank We All Our God."

Westphalia. The **Peace of Westphalia** (1648), negotiated at Münster and Osnabrück, recognized Calvinism, let princes choose their religion again, gave Sweden and France territory, and recognized the independence of the Dutch Republic and Switzerland. It is often seen as the start of the modern system of **sovereign** states, each master of its own affairs, and the end of wars fought chiefly over religion.

PICTURE STUDY



The Hanging, from The Great Miseries of War, Jacques Callot, 1633 · Etching · Many impressions; this one at the Cleveland Museum of Art

Jacques Callot, CC0 (public domain dedication). Wikimedia Commons.

Callot, from Lorraine, made eighteen small etchings of soldiers plundering and being punished. In this one, marauding soldiers are hanged from a tree by their own army.

Look closely

- The crowded tree of hanged men.
- The priest on a ladder, hearing a last confession.

Talk about it

1. Why would an artist show this?
2. What does it reveal about armies in the Thirty Years' War?

PRIMARY SOURCE

The Sack of Magdeburg

Read the eyewitness account of the sack of Magdeburg (1631) by Otto von Guericke, the city official and later scientist (in the German History in Documents and Images collection). Then read Rinkart's "Now Thank We All Our God," written during the war.

Steps

1. What did von Guericke see?
2. How did soldiers treat the citizens?
3. What does Rinkart thank God for?
4. How could a pastor thank God in such a time?

Check your work

- ☐ Fire and murder
- ☐ Cruelty
- ☐ Wondrous things
- ☐ Faith in hardship

TIMELINE AND MAP NOTEBOOK

1. Map: mark Prague, White Mountain, Magdeburg, Breitenfeld, Lützen, Münster and Osnabrück; shade Swedish and French gains in 1648.
2. Timeline: 1555 Augsburg; 1618 Defenestration; 1620 White Mountain; 1625–1629 Danish phase; 1630 Gustavus lands; 1631 Magdeburg and Breitenfeld; 1632 Lützen; 1635 France enters; 1648 Westphalia.

> **From history.** The officials thrown from the window in Prague fell about 70 feet and survived. Catholics said angels caught them; Protestants said they landed in a dung heap.

> **Church history.** Gustavus Adolphus had his soldiers hold daily prayers and sing hymns before battle. At Lützen they sang Luther's "A Mighty Fortress" before the fighting began.

SEE IT: INTERACTIVE.

Layered History Timeline: Thirty Years' War

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Peace of Westphalia. Opens in a new tab.

PRACTICE

1. Easy What did the Peace of Augsburg (1555) allow?

   ▼ **Show answer**

   Each prince to choose Lutheranism or Catholicism.

2. Easy Whom did the Bohemians choose as king?

   ▼ **Show answer**

   Frederick of the Palatinate.

3. Medium Who led the imperial armies?

   ▼ **Show answer**

   Wallenstein.

4. Medium Why did Catholic France fight the Habsburgs?

   ▼ **Show answer**

   For power, to weaken the Habsburgs.

5. Hard How much of its population did Germany lose?

   ▼ **Show answer**

   Perhaps a fifth to a third.

6. Challenge In four sentences, explain why Westphalia is called the beginning of the modern state system.

   ▼ **Show answer**

   Sample: It recognized each state as sovereign within its borders. Rulers would decide religion within their lands, without outside interference. Pope and emperor could no longer claim to direct Christendom as a whole. Europe became a system of equal, independent states.

COMMON MISTAKES

- Thinking the war was only about religion. Catholic France fought on the Protestant side for political reasons.
- Thinking Westphalia ended all European wars. It ended wars of religion, but dynastic wars continued.

> **Scripture.** “Then said Jesus unto him, Put up again thy sword into his place: for all they that take the sword shall perish with the sword.” (Matthew 26:52, KJV)
>
> A war of thirty years showed the cost of the sword.

UNIT 4 · WARS OF RELIGION AND THE MODERN STATE · LESSON 4.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

4.3 Puritans, the Civil War and 1688

OBJECTIVES

- Describe the Puritans and their conflict with the Stuart kings.
- Explain the English Civil War, Cromwell and the Restoration.
- Explain the Glorious Revolution and the Bill of Rights of 1689.

> **Warm-up.** In 1649 the English executed their king after a public trial. How would subjects come to put their king on trial?

WATCH

Ten Minute English and British History #20 - The English Civil War

History Matters · 10:00

https://www.youtube.com/watch?v=G0Ycp3SiOLw

> **WHEN TO WATCH**
> After the Core ideas.

Note: The backup is a short piece on 1688.

BACKUP VIDEO

Was the Glorious Revolution a Dutch Conquest? (Short Animated Documentary)

History Matters · 4:17

https://www.youtube.com/watch?v=HFHU1aT4nqg

A second video for another session, or if the first will not play.

KEY TERMS

Puritans
English Protestants who sought to purify the church further

Cromwell
Oliver Cromwell (1599–1658), general and Lord Protector

Bill of Rights
the English statute of 1689 limiting the crown

divine right
the belief that kings answer only to God

Glorious Revolution
the replacement of James II by William and Mary in 1688

CORE IDEAS

Puritans and Stuarts. The **Puritans** wanted a church reformed by Scripture: preaching, Sabbath-keeping, holy living. James I (1603–1625) and especially Charles I (1625–1649) believed in the **divine right** of kings and favored ceremony in worship.

Charles ruled without Parliament for eleven years, raised taxes without its consent, and through Archbishop Laud persecuted Puritans; thousands sailed for New England.

The Civil War. When Scotland rebelled against Laud's prayer book, Charles had to call Parliament. Conflict led to war in 1642. Parliament's New Model Army under **Oliver Cromwell**, disciplined and devout, won at Naseby (1645). In 1649 Charles was tried and beheaded. Cromwell ruled as Lord Protector, allowing toleration to most Protestants and readmitting Jews to England, but also with harshness, notably in Ireland at Drogheda (1649).

Restoration. After Cromwell died, Charles II was restored (1660). Puritan ministers were ejected from the Church of England; John Bunyan, a Baptist tinker, spent twelve years in Bedford jail and there wrote much and began *The Pilgrim's Progress*. The Puritan poet John Milton, blind, wrote *Paradise Lost* (1667). He had earlier defended freedom of printing in *Areopagitica* (1644).

1688. James II (1685–1688), a Catholic, claimed power to suspend laws and favored Catholics. When a son was born, leaders invited the Protestant William of Orange, married to James's daughter Mary. James fled; this almost bloodless change was called the **Glorious Revolution**. The **Bill of Rights** (1689) forbade the crown to suspend laws, raise taxes or keep a standing army without Parliament, and guaranteed free elections and free speech in Parliament. The Toleration Act (1689) allowed Protestant dissenters to worship.

PICTURE STUDY



The Execution of Charles I, Unknown German engraver, 1649 · Engraving · National Portrait Gallery, London, and other collections

Photographer unknown, public domain. Wikimedia Commons.

Charles was beheaded outside the Banqueting House in Whitehall on 30 January 1649. A witness said that at the blow the crowd gave such a groan as he had never heard before. This German print was made the same year; its caption is in German.

Look closely

- The portraits above: Fairfax, the king and Cromwell.
- The woman fainting in the crowd at lower right.

Talk about it

1. Why would such pictures sell across Europe?
2. How would royalists and Puritans see this scene differently?

PRIMARY SOURCE

Milton, Bunyan and the Bill of Rights

Read *Paradise Lost* I.1–26 (Classics Library); the opening of *The Pilgrim's Progress* (Classics Library); a passage of *Areopagitica* on killing a good book; and the English Bill of Rights (1689), the list of rights (in the Avalon Project at Yale).

Steps

1. What does Milton say his poem will do in lines 25–26?
2. What burden does Christian carry, and how does he lose it?
3. What does Milton say killing a good book is like?
4. Name three rights in the Bill of Rights of 1689.

Check your work

- ☐ Justify God's ways
- ☐ His sin, at the cross
- ☐ Killing reason itself
- ☐ Three rights

TIMELINE AND MAP NOTEBOOK

1. Map: mark London, Edinburgh, Naseby, Marston Moor, Drogheda, Bedford and Torbay, where William landed.
2. Timeline: 1603 James I; 1620 Mayflower; 1625 Charles I; 1629–1640 personal rule; 1642 war begins; 1644 Areopagitica; 1645 Naseby; 1649 Charles executed; 1653 Cromwell Protector; 1660 Restoration; 1667 Paradise Lost; 1678 Pilgrim's Progress; 1688 Glorious Revolution; 1689 Bill of Rights and Toleration Act.

> **From history.** The Westminster Assembly of divines (1643–1653), called by Parliament, wrote the Westminster Confession and Shorter Catechism, still used by Presbyterians. Its first question asks, "What is the chief end of man?"

> **Church history.** The Shorter Catechism answers, "Man's chief end is to glorify God, and to enjoy him for ever." Bunyan's allegory has been translated into more than 200 languages.

SEE IT: INTERACTIVE.

Layered History Timeline: Westminster Confession of Faith

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Glorious Revolution. Opens in a new tab.

PRACTICE

1. Easy What did the Puritans want?

   ▼ **Show answer**

   A church further purified by Scripture.

2. Easy Why did Charles have to call Parliament in 1640?

   ▼ **Show answer**

   To raise money for war with rebellious Scotland.

3. Medium Who led the New Model Army?

   ▼ **Show answer**

   Oliver Cromwell.

4. Medium What title did Cromwell take?

   ▼ **Show answer**

   Lord Protector.

5. Hard What did Milton defend in Areopagitica?

   ▼ **Show answer**

   Freedom of printing.

6. Challenge In four sentences, explain why 1688 is called the Glorious Revolution.

   ▼ **Show answer**

   Sample: James II was replaced almost without bloodshed in England. William and Mary accepted the Bill of Rights, limiting royal power. Parliament became supreme in law and taxation. Protestant dissenters gained toleration.

COMMON MISTAKES

- Thinking the Puritans were joyless killjoys. They loved marriage, music and learning; Milton was a Puritan.

- Thinking 1688 was bloodless everywhere. In Ireland and Scotland it brought war, including the Battle of the Boyne (1690).

REFERENCE GUIDE

An eight-page, color-coded guide to the U.S. Constitution and government: the roots of liberty and the founding documents, the Articles of Confederation and the Convention, The Federalist, the Preamble, all seven Articles and 27 amendments, separation of powers, federalism, Congress and how a bill becomes law, the President, elections, the courts and landmark cases, state and local government, citizenship and the naturalization civics test. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "Then Peter and the other apostles answered and said, We ought to obey God rather than men." (Acts 5:29, KJV)
>
> Bunyan obeyed God rather than men, and went to prison.

UNIT 4 · WARS OF RELIGION AND THE MODERN STATE · LESSON 4.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

4.4 Absolutism

OBJECTIVES

- Describe the absolute monarchy of Louis XIV.
- Describe Peter the Great and the westernizing of Russia.
- Describe the siege of Vienna in 1683 and the rise of Austria.

> **Warm-up.** Louis XIV is said to have declared, "I am the state." Whether or not he said it, what does it mean?

WATCH

Absolutism vs. Constitutionalism

Tom Richey · 9:48

https://www.youtube.com/watch?v=M_u_Xo924A8

> **WHEN TO WATCH**
> After the Core ideas.

Note: Tom Richey compares absolutism in France with constitutional government in England.

BACKUP VIDEO

Ten Minute History - Peter the Great and the Russian Empire (Short Documentary)

History Matters · 10:00

https://www.youtube.com/watch?v=3tBNr2gjAA0

A second video for another session, or if the first will not play.

KEY TERMS

absolutism
rule by a monarch with no legal check by parliament or estates

Edict of Nantes
Henry IV's 1598 grant of toleration to the Huguenots, revoked in 1685

siege of Vienna
the Ottoman siege of 1683, broken by Jan Sobieski

Versailles
Louis XIV's great palace near Paris

Peter the Great
tsar of Russia (1682–1725) who westernized his country

CORE IDEAS

Louis XIV. Louis XIV (reigned 1643–1715), the Sun King, remembered the Fronde rebellions of his boyhood and resolved that no noble would defy him. He ruled without calling the Estates-General, through ministers like Colbert, who built

industry and a navy. At **Versailles** he kept thousands of nobles busy with ceremony. Bishop Bossuet taught the divine right of kings from Scripture.

Glory and its cost. Louis fought wars for most of his reign to extend France's borders, until Europe allied against him. In 1685 he revoked the **Edict of Nantes**; dragoons were quartered in Huguenot homes to force conversions, and some 200,000 Huguenots fled to England, the Netherlands, Prussia and America, taking their skills with them. Louis left France powerful but deeply in debt.

Peter the Great. Peter the Great, nearly seven feet tall, traveled in disguise to Holland and England in 1697–1698 to learn shipbuilding. He built a navy and army, defeated Sweden in the Great Northern War (Poltava, 1709), forced nobles to shave their beards and serve the state, and founded **St. Petersburg** on the Baltic in 1703, at the cost of tens of thousands of laborers' lives. He abolished the patriarch of Moscow and placed the church under a state synod.

Vienna 1683. In 1683 a huge Ottoman army besieged **Vienna**. On 12 September King **Jan Sobieski** of Poland led the largest cavalry charge in history, with German allies, and broke the siege. Sobieski wrote, echoing Caesar, "We came, we saw, and God conquered." Over the next sixteen years Austria drove the Turks from Hungary (Treaty of Karlowitz, 1699), and the Habsburg monarchy became a great power of central Europe.

PICTURE STUDY



Louis XIV, Hyacinthe Rigaud, 1701 · Oil on canvas · Louvre, Paris

Hyacinthe Rigaud, public domain. Wikimedia Commons.

Rigaud painted the 63-year-old king in his coronation robes. Louis liked it so much he kept the original and sent a copy to Spain instead.

Look closely

- The ermine-lined royal robe with fleurs-de-lis.
- The scepter, sword and crown, symbols of royal power.

Talk about it

1. How does the portrait express absolutism?
2. Compare it with Cranach's plain Luther. What does each image value?

PRIMARY SOURCE

Bossuet and Sobieski

Read Bishop Bossuet's *Politics Drawn from the Very Words of Holy Scripture*, Book III, on royal authority (in the Internet History Sourcebooks), and Jan Sobieski's letter to his wife after Vienna (12–13 September 1683). Then read 1 Samuel 8:10–18 in the KJV.

Steps

1. What four characteristics of royal authority does Bossuet name?
2. What Scriptures does he use?
3. What did Samuel warn about kings?
4. What does Sobieski say about the victory?

Check your work

- ☐ Sacred, fatherly, absolute, reasonable
- ☐ Proof texts
- ☐ Kings take
- ☐ God conquered

TIMELINE AND MAP NOTEBOOK

1. Map: mark Paris, Versailles, St. Petersburg, Poltava, Moscow, Vienna, Buda and Karlowitz.
2. Timeline: 1598 Edict of Nantes; 1643 Louis XIV king; 1648–1653 Fronde; 1682 court moves to Versailles; 1683 Vienna; 1685 revocation; 1697 Peter's Great Embassy; 1699 Karlowitz; 1703 St. Petersburg; 1709 Poltava; 1715 Louis dies; 1725 Peter dies.

> **From history.** Louis XIV reigned seventy-two years, the longest of any major European monarch. He outlived his son and grandson; his great-grandson succeeded him as a boy of five.

> **Church history.** Bossuet, the great preacher of Louis's court, preached funeral sermons on the vanity of earthly glory, even before the king. Ecclesiastes 1:2, "vanity of vanities; all is vanity," was a favorite text.

PRACTICE

1. Easy When did Louis XIV reign?

   ▼ **Show answer**

   1643–1715.

2. Easy What was Versailles?

   ▼ **Show answer**

   Louis's palace near Paris, where he kept the nobles.

3. Medium Who taught divine right from Scripture?

   ▼ **Show answer**

   Bishop Bossuet.

4. Medium Why did Peter travel west in 1697?

   ▼ **Show answer**

   To learn shipbuilding and Western ways.

5. Hard What city did Peter found in 1703?

   ▼ **Show answer**

   St. Petersburg.

6. Challenge In four sentences, compare Louis XIV and Peter the Great.

   ▼ **Show answer**

   Sample: Both built strong armies and ruled without assemblies. Louis made the nobles courtiers; Peter made them servants of the state. Louis persecuted the Huguenots; Peter subordinated the Orthodox Church. Both left powerful states at a heavy cost to their people.

COMMON MISTAKES

- Thinking absolute monarchs had unlimited power. They still faced law, custom, nobles and the church, and lacked modern means of control.
- Thinking Peter the Great simply modernized Russia. He also tightened serfdom and subjected the church to the state.

> **Scripture.** "And he will take your fields, and your vineyards, and your oliveyards, even the best of them, and give them to his servants." (1 Samuel 8:14, KJV)
>
> Samuel warned of what kings would take.

UNIT 5

The Scientific Revolution

Between Copernicus (1543) and Newton (1687), Europeans learned to see the heavens and the earth in a new way, by mathematics and experiment. The founders of modern science were nearly all Christians who believed that a rational Creator had made an orderly world that men could understand. This unit studies Copernicus and Galileo (including the Galileo affair as it really happened), Kepler and Newton, Bacon and Descartes, and Pascal.

Students read Galileo's letter on Scripture, Newton's General Scholium, Bacon's Idols, Descartes and Pascal.

PREREQUISITES

- Units 1–4 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can explain the Copernican theory and the Galileo affair accurately.
- ☐ I can explain Kepler's laws and Newton's achievement.
- ☐ I can compare Bacon's and Descartes's methods.
- ☐ I can explain Pascal's Wager and his faith.
- ☐ I can explain why Christian belief in a rational Creator encouraged science.

LESSONS IN THIS UNIT

5.1	**Copernicus and Galileo**	Four sessions, 30–50 minutes each

5.2	**Kepler and Newton**	Four sessions, 30–50 minutes each
5.3	**Bacon and Descartes**	Four sessions, 30–50 minutes each
5.4	**Pascal**	Four sessions, 30–50 minutes each

Unit 5 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. **2 pts** **Lesson 5.1**

   When was his book published?

PART A · TERMS AND PEOPLE

2. **2 pts** **Lesson 5.1**

   Name two things Galileo saw with his telescope.

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 5.1**

   Who was Simplicio?

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 5.2**

   What gap made Kepler reject circular orbits?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 5.2**

   State Kepler's second law.

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 5.2**

What does universal gravitation explain?

PART A · TERMS AND PEOPLE

7. **2 pts** **Lesson 5.3**

What method did Bacon promote?

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 5.3**

Name the four Idols.

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 5.3**

What is the cogito?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 5.4**

What did the Puy de Dôme experiment show?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 5.4**

When was Pascal's night of fire?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 5.4**

Why do people seek diversion?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 5.1**

Put in order, earliest first: The Royal Society is founded; Pascal builds his calculator; Descartes's Meditations; The Copernican view is condemned.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 5.2**

Put in order, earliest first: The Puy de Dôme experiment; Kepler publishes his first two laws; Copernicus publishes On the Revolutions; Descartes's Discourse on Method.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 5.3**

Put in order, earliest first: Galileo is tried and sentenced; Bacon's Novum Organum; Kepler's third law; Copernicus publishes On the Revolutions.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 5.4**

Put in order, earliest first: The Pensées are published; Copernicus publishes On the Revolutions; The Royal Society is founded; Kepler's third law.

PART C · READING SOURCES

17. **10 pts** **Lesson 5.1**

The psalmist writes, "The heavens declare the glory of God; and the firmament sheweth his handywork" (Psalm 19:1). (a) What do the heavens declare? (b) How could this verse encourage astronomy? (c) How did Galileo use the idea of two books?

PART C · READING SOURCES

18. **10 pts** **Lesson 5.2**

Paul writes of Christ, "And he is before all things, and by him all things consist" (Colossians 1:17). (a) What does this verse say holds all things together? (b) How might this support Newton's view of natural laws? (c) Why is it significant that Newton erred on the Trinity?

PART C · READING SOURCES

19. **10 pts** **Lesson 5.3**

Solomon writes, “The fear of the LORD is the beginning of knowledge: but fools despise wisdom and instruction” (Proverbs 1:7). (a) Where does knowledge begin, according to Proverbs? (b) How does this differ from Descartes’s starting point? (c) Could a Christian use Bacon’s or Descartes’s methods? Explain.

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 5.4**

Locate or describe: Frombork, Padua, Florence, Rome, Prague, Uraniborg, Cambridge and Clermont-Ferrand.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 5.4**

Essay (400–500 words): Was the Scientific Revolution a war between science and religion? Use the Galileo affair, Kepler, Newton and Pascal, and at least two primary sources.

ANSWER KEY

1. 1543.
2. Mountains on the moon, moons of Jupiter, many stars, phases of Venus (any two).
3. The simpleton character who voiced the pope's argument.
4. Eight minutes of arc.
5. A line from the sun to a planet sweeps equal areas in equal times.
6. Falling bodies, the moon's orbit, tides and comets (any two).
7. Induction from observation and experiment.
8. Tribe, Cave, Marketplace, Theater.
9. I think, therefore I am.
10. Air pressure falls with height.
11. 23 November 1654.
12. To avoid thinking about death and their condition.
13. The Copernican view is condemned (1616); Descartes's Meditations (1641); Pascal builds his calculator (1642); The Royal Society is founded (1660).
14. Copernicus publishes On the Revolutions (1543); Kepler publishes his first two laws (1609); Descartes's Discourse on Method (1637); The Puy de Dôme experiment (1648).
15. Copernicus publishes On the Revolutions (1543); Kepler's third law (1619); Bacon's Novum Organum (1620); Galileo is tried and sentenced (1633).
16. Copernicus publishes On the Revolutions (1543); Kepler's third law (1619); The Royal Society is founded (1660); The Pensées are published (1670).
17. (a) The glory of God. (b) Studying the heavens means studying God's handiwork. (c) He said Scripture and nature both come from God, so rightly read they cannot conflict.
18. (a) Christ. (b) Natural laws describe the regular way the Creator upholds the world. (c) It shows that a brilliant scientist can still err in theology, so we judge doctrine by Scripture, not reputation.
19. (a) In the fear of the LORD. (b) Descartes began from his own thinking self, not from God. (c) Yes, as tools for studying creation, so long as reason humbly remains under God and His Word.

20. Frombork (Frauenburg) on the Baltic in Poland; Padua near Venice; Florence on the Arno in Tuscany; Rome on the Tiber; Prague in Bohemia; Uraniborg on the island of Hven between Denmark and Sweden; Cambridge in eastern England; Clermont-Ferrand in the Auvergne, central France.
21. Look for: Christian founders; Galileo's own letter on Scripture; the real course of 1616 and 1633 (personal and political factors, Aristotelian professors, Galileo's tactlessness); no torture or dungeon; Kepler and Newton's faith; the "conflict thesis" as a nineteenth-century creation. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: PAPER: "THINKING GOD'S THOUGHTS AFTER HIM"

Kepler is often credited with the idea that the scientist is "thinking God's thoughts after Him." Write a 1,000-word paper on how the faith of two of these men shaped their science: Copernicus, Galileo, Kepler, Newton, Bacon, Boyle or Pascal.

Use at least three primary sources, including one from the Classics Library, and cite Scripture where they did.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The paper	4: accurate, well sourced, a clear thesis on faith and science. 3: thinner sources. 2: inaccurate or myth-based. 1: missing.
Timeline and map	4: the unit's pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 5 · THE SCIENTIFIC REVOLUTION · LESSON 5.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

5.1 Copernicus and Galileo

OBJECTIVES

- Explain the Copernican theory and why it was hard to prove.
- Describe Galileo's discoveries with the telescope.
- Explain the Galileo affair of 1616 and 1633 accurately.

> **Warm-up.** Many people believe Galileo was tortured and thrown into a dungeon for saying the earth moves. As we read, look for what actually happened.

WATCH

Galileo and Why He was Really Convicted of Heresy

Today I Found Out · 5:57

https://www.youtube.com/watch?v=_d9OkDLd-iw

> **WHEN TO WATCH**
> After the Core idea on 1633.

BACKUP VIDEO

Why Was Galileo on Trial for Heresy?

Ryan M Reeves · 35:17

https://www.youtube.com/watch?v=XiFVF0vsQhM

A second video for another session, or if the first will not play.

KEY TERMS

geocentric
earth-centered, as in Ptolemy's system

heliocentric
sun-centered, as in Copernicus's system

Copernicus
Nicolaus Copernicus (1473–1543), Polish canon and astronomer

Galileo
Galileo Galilei (1564–1642), Italian mathematician and astronomer

Inquisition
the church court that tried Galileo in 1633

CORE IDEAS

Copernicus. Nicolaus Copernicus, a canon of the cathedral at Frombork, proposed that the earth turns daily and goes around the sun. His *On the Revolutions of the*

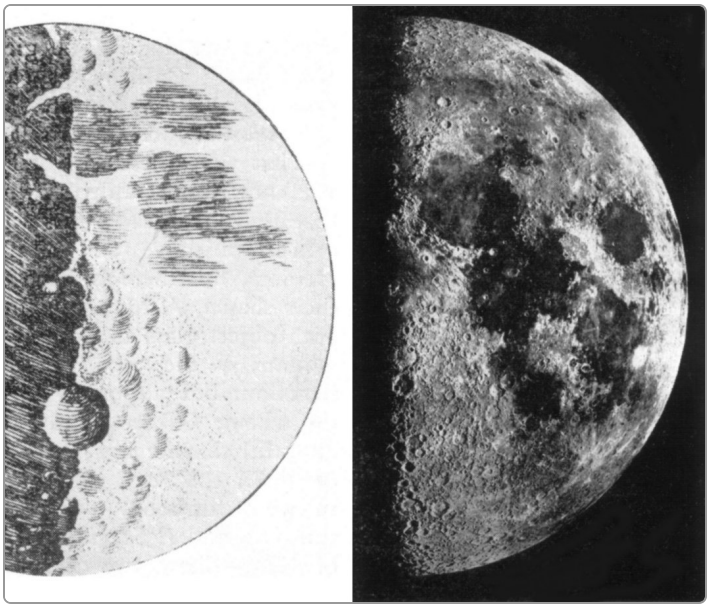
Heavenly Spheres was published as he lay dying in 1543, dedicated to Pope Paul III. His system was simpler in some ways but no more accurate than Ptolemy's, and there was no direct proof that the earth moved; most astronomers used it for calculation without believing it.

The telescope. In 1609 **Galileo**, professor at Padua, built a telescope and turned it to the sky. He saw mountains on the moon, four moons circling Jupiter, countless stars in the Milky Way, and the phases of Venus, which fit Copernicus and not Ptolemy (though they also fit Tycho Brahe's system, where the planets circle the sun and the sun circles the earth). His *Starry Messenger* (1610) made him famous.

1616. Galileo argued for Copernicus boldly and mocked his opponents, mostly Aristotelian professors. In his *Letter to the Grand Duchess Christina* (1615) he argued that Scripture teaches "how to go to heaven, not how the heavens go," quoting Cardinal Baronius. In 1616 the Holy Office declared the sun-centered view formally heretical and contrary to Scripture, and Cardinal Bellarmine instructed Galileo not to hold or defend it. Bellarmine had written that if a true demonstration were found, Scripture would have to be reinterpreted carefully.

1633. In 1632 Galileo published his *Dialogue Concerning the Two Chief World Systems,* which put the pope's own argument in the mouth of a simpleton named Simplicio. Pope Urban VIII, once his friend, felt betrayed. Tried by the Inquisition in 1633, Galileo was shown the instruments of torture but not tortured, recanted, and was sentenced to house arrest in his villa near Florence, where he wrote his greatest work on motion. He died in 1642, a believing Catholic. The church formally admitted its error in 1992.

PICTURE STUDY



Galileo's Moon and the Moon Today, Galileo Galilei (left); a modern telescope photograph (right), 1609–1610 and modern · Ink wash drawing; photograph · Galileo's drawings: Biblioteca Nazionale Centrale, Florence

Photographer unknown, public domain. Wikimedia Commons.

Galileo had trained in drawing. His washes of the moon show light and shadow on mountains and craters, proving the moon was not a perfect crystal sphere as Aristotle taught. Here his drawing is set beside a modern photograph.

Look closely

- The ragged line between light and dark in both images.
- The large crater near the shadow line that Galileo drew larger than it is.

Talk about it

1. How accurate was Galileo's drawing?
2. Why did these drawings challenge Aristotle's heavens?

PRIMARY SOURCE

Galileo's Letter on Scripture

Read Galileo, *Letter to the Grand Duchess Christina* (1615), the passages on the two books of God and on Joshua (in the Internet History Sourcebooks or the Fordham Modern History Sourcebook). Then read Psalm 19:1–6 and Joshua 10:12–13 in the KJV.

Steps

1. What does Galileo say about the two books, Scripture and nature?
2. What does he quote about how to go to heaven?
3. How does he interpret Joshua 10?
4. Why was this letter both faithful and risky?

Check your work

- ☐ Both from God
- ☐ Not how the heavens go
- ☐ Language of appearance
- ☐ Lay interpretation

TIMELINE AND MAP NOTEBOOK

1. Map: mark Frombork, Kraków, Padua, Florence, Pisa, Rome and Arcetri.
2. Timeline: 1543 Copernicus's book; 1564 Galileo born; 1609 telescope; 1610 Starry Messenger; 1615 Letter to Christina; 1616 ruling; 1623 Urban VIII; 1632 Dialogue; 1633 trial; 1638 Two New Sciences; 1642 death; 1992 church admits error.

> **From history.** The famous words "And yet it moves" were first recorded more than a century after Galileo's death; there is no evidence he said them at his trial.

> **Church history.** Galileo's daughter, Sister Maria Celeste, a nun, wrote him loving letters and took on his penance of reciting the seven penitential psalms weekly.

SEE IT: INTERACTIVE.

Layered History Timeline: Galileo Galilei

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy What did Copernicus propose?

   ▼ **Show answer**

   That the earth turns daily and goes around the sun.

2. Easy Why was the theory hard to accept?

   ▼ **Show answer**

   There was no direct proof the earth moved.

3. Medium What was the Starry Messenger?

   ▼ **Show answer**

   Galileo's 1610 book on his telescope discoveries.

4. Medium What book got Galileo in trouble in 1632?

   ▼ **Show answer**

   The Dialogue Concerning the Two Chief World Systems.

5. Hard What was Galileo's sentence?

   ▼ **Show answer**

   House arrest.

6. Challenge In four sentences, explain the real causes of the 1633 trial.

   ▼ **Show answer**

   Sample: Galileo had been told in 1616 not to defend Copernicus. His Dialogue defended it anyway and mocked the pope's argument. Urban VIII felt personally betrayed at a politically tense time. Pride and authority, not hatred of science, drove the trial.

COMMON MISTAKES

- Thinking Galileo was tortured or jailed in a dungeon. He was threatened but not tortured, and lived under house arrest in comfort.
- Thinking the church opposed science. The church funded astronomy, and many Jesuits were leading scientists; the affair was about authority, pride and an unproven theory.

> **Scripture.** "The heavens declare the glory of God; and the firmament sheweth his handywork." (Psalm 19:1, KJV)
>
> The heavens Galileo studied declare the glory of God.

UNIT 5 · THE SCIENTIFIC REVOLUTION · LESSON 5.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

5.2 Kepler and Newton

OBJECTIVES

- Explain Tycho Brahe's observations and Kepler's three laws.
- Explain Newton's laws of motion and universal gravitation.
- Describe the faith of Kepler and Newton.

> **Warm-up.** Newton wrote that this most beautiful system of the sun, planets and comets could only proceed from the counsel and dominion of an intelligent and powerful Being. Why would a great scientist say that?

WATCH

Tycho Brahe, the scandalous astronomer - Dan Wenkel

TED-Ed · 4:08

https://www.youtube.com/watch?v=7QDvKzY4aqA

> **WHEN TO WATCH**
> With the Core idea on Tycho and Kepler.

Note: The backup explains Kepler's three laws.

BACKUP VIDEO

Kepler's Laws

Physics with Professor Matt Anderson · 12:42

https://www.youtube.com/watch?v=HJ1fHPzhkZM

A second video for another session, or if the first will not play.

KEY TERMS

Tycho Brahe
Danish astronomer (1546–1601) who made precise naked-eye observations

Principia
Newton's Mathematical Principles of Natural Philosophy (1687)

General Scholium
Newton's closing essay on God in the Principia (1713)

Kepler's laws
three laws of planetary motion, including elliptical orbits

universal gravitation
the law that every mass attracts every other mass

CORE IDEAS

Tycho and Kepler. Tycho Brahe, at his observatory of Uraniborg, measured the planets more precisely than anyone before the telescope. After his death in Prague (1601), his assistant **Johannes Kepler**, a Lutheran, spent years on the orbit of Mars.

When his calculation missed Tycho's data by only eight minutes of arc, he refused to ignore the gap, and found that orbits are ellipses, not circles.

Kepler's laws. Kepler stated three laws: planets move in ellipses with the sun at one focus; a line from the sun to a planet sweeps equal areas in equal times; and the square of a planet's period is proportional to the cube of its distance. Kepler believed God made the universe on mathematical principles and wrote that he wished to be a theologian, but saw that God was glorified through his astronomy too.

Newton. Isaac Newton (1642–1727), of Cambridge, invented calculus (as did Leibniz independently), studied light and color, and in the **Principia** (1687) set out three laws of motion and the law of **universal gravitation**: the same force that makes an apple fall keeps the moon in orbit. With it he derived Kepler's laws and explained the tides and comets. Alexander Pope wrote: "Nature and Nature's laws lay hid in night: / God said, Let Newton be! and all was light."

Newton's faith. Newton wrote more on theology and prophecy than on physics. In the **General Scholium** he argued that the order of the solar system shows a wise and powerful Creator, "Lord God Pantokrator." He also privately rejected the doctrine of the Trinity, a serious error. His friend Robert Boyle, founder of modern chemistry, endowed lectures to defend Christianity. The early Royal Society was full of devout men.

PICTURE STUDY



Isaac Newton, Sir Godfrey Kneller, 1689 · Oil on canvas · Private collection (Farleigh House)

Godfrey Kneller, public domain. Wikimedia Commons.

Kneller painted Newton two years after the Principia, before he became famous as president of the Royal Society. He wears no wig and plain clothes, a scholar at work.

Look closely

- The intense gaze.
- The plain gown and his own long hair.

Talk about it

1. What does the painter want to show about Newton?
2. How does this portrait compare with the portrait of Louis XIV?

PRIMARY SOURCE

The General Scholium

Read the General Scholium of Newton's *Principia* (Classics Library), the opening paragraphs on God and the system of the world. Then read Colossians 1:16–17 in the KJV.

Steps

1. What does Newton say the system of the world shows?
2. What does he say God is, and is not?
3. Why does Newton say God must be more than a soul of the world?
4. How does Colossians 1:17 fit Newton's argument?

Check your work

- ☐ A Creator's counsel
- ☐ Lord over all
- ☐ Dominion
- ☐ By him all things consist

TIMELINE AND MAP NOTEBOOK

1. Diagram: draw an ellipse with the sun at one focus, and shade two equal-area sectors to show Kepler's second law.
2. Timeline: 1546 Tycho born; 1572 Tycho's new star; 1600 Kepler joins Tycho; 1609 first two laws; 1619 third law; 1642 Newton born; 1660 Royal Society; 1666 Newton's wonder year; 1687 Principia; 1704 Opticks; 1713 General Scholium; 1727 Newton dies.

> **From history.** Kepler's own mother was tried as a witch in 1620. He left his work to defend her for over a year and won her release.

> **Church history.** Kepler closed his Harmony of the World (1619) with a prayer of praise to the Creator. Newton was buried in Westminster Abbey in 1727.

SEE IT: INTERACTIVE.

Layered History Timeline: Isaac Newton

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Newton, Principia. Opens in a new tab.

PRACTICE

1. Easy Who made the precise observations Kepler used?

   ▼ **Show answer**

   Tycho Brahe.

2. Easy State Kepler's first law.

   ▼ **Show answer**

   Planets move in ellipses with the sun at one focus.

3. Medium What did Kepler say he wished to be?

   ▼ **Show answer**

   A theologian.

4. Medium When was the Principia published?

   ▼ **Show answer**

   1687.

5. Hard What did Pope write about Newton?

   ▼ **Show answer**

   God said, Let Newton be! and all was light.

6. Challenge In four sentences, explain how Kepler's faith shaped his science.

   ▼ **Show answer**

   Sample: He believed God made the universe by mathematical harmony. So he expected the planets to follow exact laws. He trusted Tycho's data rather than bending it to his theory. He saw astronomy as a way of glorifying God.

COMMON MISTAKES

- Thinking Newton removed God from nature. He believed God sustained the world and that its order proved a Creator.

- Thinking Kepler just guessed ellipses. He worked for years and rejected his own theory over eight minutes of arc.

> **Scripture.** “And he is before all things, and by him all things consist.” (Colossians 1:17, KJV)
>
> Newton saw the laws of nature upheld by God.

UNIT 5 · THE SCIENTIFIC REVOLUTION · LESSON 5.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

5.3 Bacon and Descartes

OBJECTIVES

- Explain Bacon’s inductive method and his Idols.
- Explain Descartes’s method of doubt and “I think, therefore I am.”
- Compare empiricism and rationalism.

> **Warm-up.** Bacon said knowledge is power. Descartes said he would doubt everything he could. How are these different starting points for learning?

WATCH

Descartes: The Consequences of Ideas with R.C. Sproul

Ligonier Ministries · 23:30

https://www.youtube.com/watch?v=YLNO0CyKpek

> **WHEN TO WATCH**
> After the Core idea on Descartes.

Note: R. C. Sproul on Descartes and the consequences of his ideas.

BACKUP VIDEO

Enlightenment (Part I)

Ryan M Reeves · 37:28

https://www.youtube.com/watch?v=DdB4DzKTyb0

A second video for another session, or if the first will not play.

KEY TERMS

Francis Bacon
English lawyer and philosopher (1561–1626)

Idols
Bacon's four kinds of error that mislead the mind

cogito
"I think, therefore I am," Descartes's first certainty

induction
reasoning from many particular observations to general laws

René Descartes
French philosopher and mathematician (1596–1650)

CORE IDEAS

Bacon. Francis Bacon, Lord Chancellor of England, called for a new method in his *Novum Organum* (1620): instead of reasoning from authorities, gather observations and experiments and reason by **induction** to general laws. He hoped science would

relieve “man’s estate” and wrote that God gave two books, Scripture and creation. His *New Atlantis* imagined a society for research, an inspiration for the Royal Society.

The Idols. Bacon warned of four **Idols** that distort thinking: Idols of the Tribe (errors common to human nature, such as seeing patterns that are not there); of the Cave (personal biases); of the Marketplace (confusion from words); and of the Theater (false systems of philosophy accepted from tradition). Bacon held that human knowledge, damaged by the Fall, must be humbly rebuilt by careful observation.

Descartes. René Descartes, a Catholic soldier-philosopher, invented analytic geometry. In his *Discourse on Method* (1637) he resolved to doubt everything that could be doubted, and found one thing he could not: that he was thinking. “I think, therefore I am.” From there he argued to God’s existence and, since God does not deceive, to the reality of the world. He sharply divided mind from matter, seeing animals and bodies as machines.

Two ways. Bacon’s way, starting from experience, became **empiricism** (Locke, Hume); Descartes’s, starting from reason, became **rationalism** (Spinoza, Leibniz). Both wanted certainty and progress. Christian critics warned that starting from the self, rather than from God and His Word, could lead later thinkers to doubt God too, as many did in the Enlightenment.

PICTURE STUDY



René Descartes, After Frans Hals, c. 1649–1700 · Oil on canvas · Louvre, Paris

After Frans Hals, public domain. Wikimedia Commons.

This famous image of Descartes is a copy of a small portrait by the Dutch painter Frans Hals. Descartes lived in the Netherlands for twenty years, where he found freedom to write.

Look closely

- The plain Dutch collar and dark coat.
- The skeptical, searching expression.

Talk about it

1. How does the expression fit the philosopher of doubt?
2. Why might a French philosopher have lived in the Netherlands?

PRIMARY SOURCE

The Idols and the Method

Read Bacon, *Novum Organum* I, aphorisms 38–44 on the Idols (Classics Library), and Descartes, *Discourse on Method*, Part II (the four rules) and the opening of Part IV (Classics Library). Then read Proverbs 1:7 in the KJV.

Steps

1. Name and explain Bacon's four Idols.
2. What are Descartes's four rules?
3. How does Descartes reach "I think, therefore I am"?
4. How does Proverbs 1:7 offer a different starting point?

Check your work

- ☐ Tribe, Cave, Marketplace, Theater
- ☐ Doubt, divide, order, review
- ☐ Doubt cannot doubt itself
- ☐ The fear of the LORD

TIMELINE AND MAP NOTEBOOK

1. Chart: two columns, Bacon and Descartes, comparing starting point, method, tools, view of God and influence.
2. Timeline: 1605 Advancement of Learning; 1620 Novum Organum; 1626 Bacon dies; 1628 Descartes moves to the Netherlands; 1637 Discourse; 1641 Meditations; 1650 Descartes dies in Stockholm; 1660 Royal Society.

> **From history.** Bacon, the story goes, died after catching a chill while stuffing a chicken with snow to test whether cold preserved meat, an early experiment in refrigeration.

> **Church history.** Bacon wrote, "A little philosophy inclineth man's mind to atheism; but depth in philosophy bringeth men's minds about to religion."

PRACTICE

1. Easy What office did Bacon hold?

   ▼ **Show answer**

   Lord Chancellor of England.

2. Easy What did Bacon say knowledge is?

   ▼ **Show answer**

   Power.

3. Medium What is the Idol of the Marketplace?

   ▼ **Show answer**

   Confusion caused by words.

4. Medium When was the Discourse on Method published?

   ▼ **Show answer**

   1637.

5. Hard How did Descartes argue the world is real?

   ▼ **Show answer**

   God exists and does not deceive.

6. Challenge In four sentences, compare Bacon's and Descartes's starting points.

   ▼ **Show answer**

   Sample: Bacon began from many observations of nature. Descartes began from doubt and the certainty of his own thought. Bacon prized experiment; Descartes prized mathematical reasoning. Both wanted certain knowledge and useful science.

COMMON MISTAKES

- Thinking Bacon and Descartes rejected God. Both professed faith; Descartes argued for God's existence.
- Thinking Descartes doubted for the sake of doubting. He used doubt as a method to reach certainty.

> **Scripture.** “The fear of the LORD is the beginning of knowledge: but fools despise wisdom and instruction.” (Proverbs 1:7, KJV)
>
> Knowledge begins with the fear of the LORD.

UNIT 5 · THE SCIENTIFIC REVOLUTION · LESSON 5.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

5.4 Pascal

OBJECTIVES

- Describe Pascal’s achievements in mathematics and physics.
- Explain Pascal’s conversion and the Memorial.
- Explain the Wager and Pascal’s view of the heart and reason.

> **Warm-up.** Pascal wrote, “The heart has its reasons, which reason does not know.” What could he mean?

WATCH

Pascal’s Wager

Ligonier Ministries · 4:41

https://www.youtube.com/watch?v=VVAGSsJZ6Zc

> **WHEN TO WATCH**
> With the Core idea on the Wager.

KEY TERMS

Blaise Pascal
French mathematician, physicist and Christian thinker (1623–1662)

Memorial
Pascal’s record of his conversion, sewn into his coat

Pensées
“Thoughts,” Pascal’s notes for a defense of Christianity

Wager
Pascal’s argument that it is reasonable to bet on God

Port-Royal

the Jansenist convent near Paris
connected with Pascal

CORE IDEAS

The genius. Blaise Pascal was a prodigy. At sixteen he wrote on conic sections; at nineteen he built a calculating machine to help his father, a tax official. His experiments on the Puy de Dôme (1648) showed that air pressure falls with height, proving the vacuum. With Fermat he founded probability theory. The unit of pressure is named for him.

The night of fire. On 23 November 1654, from about half past ten until half past midnight, Pascal had an overwhelming experience of God. He wrote it down and sewed it into his coat, where it was found after his death: "FIRE. God of Abraham, God of Isaac, God of Jacob, not of the philosophers and scholars. Certitude. Certitude. Feeling. Joy. Peace. God of Jesus Christ." He gave his life thereafter to God.

The Pensées. Pascal planned a great defense of Christianity but died at thirty-nine, leaving notes published as the **Pensées**. Man, he wrote, is a "thinking reed," both great and wretched, a fallen king; only Christianity explains this. Man is restless and seeks diversion so as not to think of death. Reason can lead toward God, but "the heart has its reasons"; God is known best through Jesus Christ.

The Wager. To the indifferent, Pascal offered the **Wager**: either God exists or He does not, and we must bet with our lives. If you bet on God and He exists, you gain everything; if He does not, you lose little. So it is reasonable to seek God, live as a believer, and pray for faith. Pascal meant the Wager to wake people from indifference, not to replace faith in Christ.

PICTURE STUDY



Blaise Pascal, Augustin de Saint-Aubin, after Augustin Pajou, Late 18th century · Engraving · Metropolitan Museum of Art, New York

Augustin de Saint-Aubin / Augustin Pajou, CC0 (public domain dedication). Wikimedia Commons.

A century after his death, France honored Pascal as one of its great men. Pajou made a statue of him for the king's series of famous Frenchmen, and Saint-Aubin engraved this portrait.

Look closely

- The oval medallion, like an ancient coin or monument.
- The name carved on the pedestal.

Talk about it

1. Why would France honor Pascal a century after he died?
2. What does a monument-style portrait say that a portrait from life does not?

PRIMARY SOURCE

The Memorial and the Wager

Read Pascal's Memorial and the *Pensées* on the thinking reed, diversion and the Wager (Classics Library). Then read John 17:3 and Ecclesiastes 3:11 in the KJV.

Steps

1. Whom does Pascal call God in the Memorial?
2. Why does he call man a thinking reed?
3. Explain the Wager in your own words.
4. How does John 17:3 match the Memorial?

Check your work

- ☐ God of Abraham, of Jesus Christ
- ☐ Weak but thinking
- ☐ Bet on God
- ☐ Know the true God and Christ

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1623 Pascal born; 1639 conic sections; 1642 calculator; 1648 Puy de Dôme; 1654 probability and the night of fire; 1656–1657 Provincial Letters; 1662 Pascal dies; 1670 Pensées published.
2. Chart: Pascal's three orders, body, mind and charity, with an example of each.

> **From history.** Pascal built about fifty calculating machines, the Pascalines, of which nine survive. In his last year he also started the first public bus system in Paris (1662), with coaches on fixed routes for five sous, and gave his profits to the poor.

> **Church history.** Pascal wrote: "Jesus Christ is the object of all things, the center towards which all things tend. Whoever knows him knows the reason for everything."

SEE IT: INTERACTIVE.

Layered History Timeline: Blaise Pascal

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy What did Pascal build at nineteen?

   ▼ **Show answer**

   A calculating machine.

2. Easy What field did Pascal found with Fermat?

   ▼ **Show answer**

   Probability theory.

3. Medium Where was the Memorial found?

   ▼ **Show answer**

   Sewn into his coat.

4. Medium Why does Pascal call man a thinking reed?

   ▼ **Show answer**

   He is weak but can think, so he is greater than the universe that crushes him.

5. Hard What is the Wager?

   ▼ **Show answer**

   It is reasonable to stake one's life on God.

6. Challenge In four sentences, explain how Pascal combined science and faith.

   ▼ **Show answer**

   Sample: He was a great experimenter and mathematician. He respected reason but knew its limits. He met God personally in Christ in 1654. He wrote that true knowledge of God comes through Jesus Christ.

COMMON MISTAKES

- Thinking the Wager is Pascal's main argument for God. It is one fragment, aimed at the indifferent; his main appeal is to Christ and the human condition.

- Thinking “the heart has its reasons” means feelings over truth. For Pascal the heart is the deep center that knows first principles and God.

> **Scripture.** “And this is life eternal, that they might know thee the only true God, and Jesus Christ, whom thou hast sent.” (John 17:3, KJV)
>
> Pascal found the God of Jesus Christ.

UNIT 6

The Atlantic World and the Great Awakening

In the seventeenth and eighteenth centuries the Atlantic became a highway joining Europe, Africa and the Americas. English colonists founded Virginia and New England; millions of Africans were carried in chains to the Americas; and in the 1730s and 1740s a great revival swept Britain and America. Meanwhile great empires ruled in Asia. This unit studies all of these honestly.

Students read the Mayflower Compact, Bradford, Equiano, Edwards, Whitefield and Wesley, and an account of the martyrs of Nagasaki.

PREREQUISITES

- Units 1–5 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can compare Jamestown and Plymouth.
- ☐ I can describe the Atlantic slave trade, including the African and Arab trades, honestly.
- ☐ I can describe the Great Awakening and its leaders.
- ☐ I can describe the Ottoman, Mughal, Qing and Tokugawa empires.
- ☐ I can explain the Christian roots of resistance to slavery from Scripture.

LESSONS IN THIS UNIT

6.1	**Jamestown and Plymouth**	Four sessions, 30–50 minutes each
6.2	**The Atlantic Slave Trade**	Four sessions, 30–50 minutes each
6.3	**The Great Awakening**	Four sessions, 30–50 minutes each
6.4	**The Ottomans, Mughals, Qing and Tokugawa**	Four sessions, 30–50 minutes each

Unit 6 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. **2 pts** **Lesson 6.1**

   What rule did John Smith impose?

PART A · TERMS AND PEOPLE

2. **2 pts** **Lesson 6.1**

   What crop made Virginia profitable?

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 6.1**

   Who taught the Pilgrims to plant corn?

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 6.2**

   Where did most go?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 6.2**

   What was the Middle Passage?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 6.2**

What does Exodus 21:16 command?

PART A · TERMS AND PEOPLE

7. **2 pts** **Lesson 6.3**

Name Edwards's most famous sermon.

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 6.3**

How many times did Whitefield cross the Atlantic?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 6.3**

Who wrote over 6,000 hymns?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 6.4**

What was the devshirme?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 6.4**

Which Mughal ruled with tolerance?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 6.4**

What was the Rites Controversy?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 6.1**

Put in order, earliest first: Africans are brought to Virginia; Edwards preaches "Sinners"; The Massachusetts Bay migration; Jamestown is founded.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 6.2**

Put in order, earliest first: The Northampton revival begins; Whitefield begins field preaching; Edwards preaches “Sinners”; The Massachusetts Bay migration.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 6.3**

Put in order, earliest first: The Massachusetts Bay migration; The House of Burgesses meets; The Qing dynasty conquers China; Jamestown is founded.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 6.4**

Put in order, earliest first: Whitefield begins field preaching; Edwards preaches “Sinners”; Equiano buys his freedom; Japan bans Christianity.

PART C · READING SOURCES

17. **10 pts** **Lesson 6.1**

Paul writes, “For even when we were with you, this we commanded you, that if any would not work, neither should he eat” (2 Thessalonians 3:10). (a) What did Paul command? (b) How did Jamestown apply it? (c) How does it relate to Plymouth’s change in 1623?

PART C · READING SOURCES

18. **10 pts** **Lesson 6.2**

God commands, “And he that stealeth a man, and selleth him, or if he be found in his hand, he shall surely be put to death” (Exodus 21:16). (a) What three acts does the verse condemn? (b) How does it apply to the Atlantic trade? (c) Why did many Christians ignore it?

PART C · READING SOURCES

19. **10 pts** **Lesson 6.3**

Jesus said, “Verily, verily, I say unto thee, Except a man be born again, he cannot see the kingdom of God” (John 3:3). (a) What must happen for a man to see the kingdom of God? (b) Why did the Awakening preachers stress this verse? (c) How is the new birth different from being a member of a church?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 6.4**

Locate or describe: Jamestown, Plymouth, Massachusetts Bay, the Gold Coast, Zanzibar, Northampton (Massachusetts), Istanbul and Nagasaki.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 6.4**

Essay (400–500 words): How did Christians both take part in and fight against the slave trade? Use Equiano, Scripture (Exodus 21:16, 1 Timothy 1:10, Philemon) and the Great Awakening, and at least two primary sources.

ANSWER KEY

1. He that will not work shall not eat.
2. Tobacco.
3. Squanto.
4. Brazil and the Caribbean.
5. The voyage of enslaved Africans across the Atlantic.
6. Death for man-stealing.
7. Sinners in the Hands of an Angry God.
8. Thirteen.
9. Charles Wesley.
10. The levy of Christian boys to serve as Ottoman soldiers and officials.
11. Akbar.
12. Whether Chinese converts could honor ancestors and Confucius.
13. Jamestown is founded (1607); Africans are brought to Virginia (1619); The Massachusetts Bay migration (1630); Edwards preaches “Sinners” (1741).
14. The Massachusetts Bay migration (1630); The Northampton revival begins (1734); Whitefield begins field preaching (1739); Edwards preaches “Sinners” (1741).
15. Jamestown is founded (1607); The House of Burgesses meets (1619); The Massachusetts Bay migration (1630); The Qing dynasty conquers China (1644).
16. Japan bans Christianity (1614); Whitefield begins field preaching (1739); Edwards preaches “Sinners” (1741); Equiano buys his freedom (1766).
17. (a) That those unwilling to work should not eat. (b) John Smith made it the rule of the colony. (c) Both colonies learned that each must bear responsibility for his own labor.
18. (a) Stealing a man, selling him and keeping him. (b) The trade was built on kidnapping, selling and holding stolen men. (c) Profit, custom and self-serving arguments blinded them, as sin does.
19. (a) He must be born again. (b) Many church members were baptized and respectable but had no living faith. (c) It is an inner work of the Holy Spirit giving new life, not an outward membership.

20. Jamestown on the James River in Virginia; Plymouth on Cape Cod Bay; Massachusetts Bay around Boston; the Gold Coast, modern Ghana in West Africa; Zanzibar, an island off East Africa; Northampton on the Connecticut River in western Massachusetts; Istanbul on the Bosporus; Nagasaki on the island of Kyushu in western Japan.
21. Look for: the trade's scale and cruelty; African and Arab sellers and traders; slaveholding Christians and their self-serving arguments; Quaker and evangelical opposition; Equiano's conversion and testimony; man-stealing condemned in Scripture; Whitefield's mixed record. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: AN AWAKENING SERMON OUTLINE, DELIVERED

Study one sermon of Edwards, Whitefield or Wesley. Then write your own sermon outline (one page) on a text they used: the text, the doctrine, three heads, an application. Deliver it to your family or class in 8–10 minutes.

Add a 300-word paper on how your preacher's style and message fit the eighteenth century.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The sermon	4: faithful to the text, clear heads and application, well delivered, with a sound paper. 3: one part weak. 2: unclear or unfaithful to the text. 1: missing.
Timeline and map	4: the unit's pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 6 · THE ATLANTIC WORLD AND THE GREAT AWAKENING · LESSON 6.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

6.1 Jamestown and Plymouth

OBJECTIVES

- Describe the founding and survival of Jamestown.
- Describe the Pilgrims, the Mayflower Compact and Plymouth.
- Compare the Virginia and New England colonies.

> **Warm-up.** The Pilgrims signed a compact before they landed, promising to make and obey just laws. Why would settlers write a government before they built a house?

WATCH

Plymouth Rock - Drive Thru History®: Thanksgiving Special

Drive Thru History with Dave Stotts · 3:59

https://www.youtube.com/watch?v=sl2cm8hZi2c

> **WHEN TO WATCH**
> With the Core idea on the Pilgrims.

Note: Dave Stotts at Plymouth; the backup visits Jamestown.

BACKUP VIDEO

Jamestown

Drive Thru History with Dave Stotts · 1:44

https://www.youtube.com/watch?v=RfLLwAw2eUE

A second video for another session, or if the first will not play.

KEY TERMS

Jamestown
the first permanent English settlement in America (1607)

Mayflower Compact
the agreement signed on 11 November 1620 to form a civil body politic

House of Burgesses
Virginia's elected assembly, first meeting in 1619

Pilgrims
Separatists who sailed on the Mayflower in 1620

Puritans
reformers who founded Massachusetts Bay (1630)

CORE IDEAS

Jamestown. The Virginia Company founded **Jamestown** in 1607 hoping for gold. Many settlers were gentlemen unused to work; disease, hunger and conflict with the Powhatan killed most of them. John Smith imposed the rule, "he that will not work shall not eat" (from 2 Thessalonians 3:10). The winter of 1609–1610, the Starving Time, nearly ended the colony. Tobacco, introduced by John Rolfe, who married Pocahontas, made it profitable.

Virginia grows. In 1619 the **House of Burgesses**, the first elected assembly in English America, met at Jamestown. The same year about twenty Africans were brought to Virginia from a captured slave ship. In 1622 the Powhatan killed some 350 colonists in a surprise attack, and war followed. Virginia became a land of tobacco plantations, at first worked by indentured servants, later more and more by enslaved Africans.

The Pilgrims. The **Pilgrims** were Separatists who had fled to Holland and then sailed on the *Mayflower* in 1620 to worship freely and keep their children English and godly. Landing far north of Virginia, outside any charter, they signed the **Mayflower Compact** "for the glory of God, and advancement of the Christian faith," forming a civil body politic. Half died the first winter; Squanto taught them to plant corn, and Massasoit made a peace that lasted fifty years.

New England. At first Plymouth farmed in common, and the harvest was poor. In 1623 Governor William Bradford gave each family its own plot, and the colony prospered; Bradford wrote that it made all hands very industrious. In 1630 John Winthrop led a much larger Puritan migration to **Massachusetts Bay**, hoping to be "as a city upon a hill." New England towns built churches, schools and Harvard College (1636).

PICTURE STUDY



The Mayflower Compact, 1620, Jean Leon Gerome Ferris, c. 1899 · Oil on canvas · Published in many editions; original in a private collection

Jean Leon Gerome Ferris, public domain. Wikimedia Commons.

Ferris painted scenes from American history around 1900. This one imagines the signing of the Compact in the Mayflower's cabin. It is a later artist's reconstruction, not a picture from life.

Look closely

- The men gathered to sign.
- The women and children watching.

Talk about it

1. What details might the painter have imagined?
2. Why did Americans of 1900 value this scene?

PRIMARY SOURCE

The Compact and Bradford

Read the Mayflower Compact (1620) in full and William Bradford, *Of Plymouth Plantation*, Book II, on the first winter and the decision of 1623 (both available free online, for example from the Avalon Project and Project Gutenberg). Then read 2 Thessalonians 3:10 in the KJV.

Steps

1. For what purposes did the Pilgrims make the Compact?
2. What did the signers promise?
3. What happened when Plymouth farmed in common?
4. What changed in 1623, and why?

Check your work

- ☐ Glory of God, faith, order
- ☐ Just and equal laws
- ☐ Poor harvests
- ☐ Family plots

TIMELINE AND MAP NOTEBOOK

1. Map: mark Jamestown, Plymouth, Cape Cod, Boston, Massachusetts Bay, the Chesapeake and Leiden.
2. Timeline: 1607 Jamestown; 1609–1610 Starving Time; 1612 tobacco; 1619 Burgesses and first Africans; 1620 Mayflower; 1621 Massasoit treaty; 1622 Powhatan attack; 1623 private plots; 1630 Massachusetts Bay; 1636 Harvard.

> **From history.** Squanto (Tisquantum) spoke English because he had been kidnapped and sold as a slave in Spain, escaped to England, and made his way home, only to find his village wiped out by disease.

Church history. Winthrop's sermon "A Model of Christian Charity" (1630) urged colonists to "rejoice together, mourn together, labor and suffer together," for "we shall be as a city upon a hill." He was echoing Jesus: "A city that is set on an hill cannot be hid" (Matthew 5:14).

SEE IT: INTERACTIVE.

Layered History Timeline: Jamestown founded

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Mayflower Compact. Opens in a new tab.

PRACTICE

1. Easy When was Jamestown founded?

   ▼ **Show answer**

   1607.

2. Easy What was the Starving Time?

   ▼ **Show answer**

   The winter of 1609–1610 at Jamestown.

3. Medium What met at Jamestown in 1619?

   ▼ **Show answer**

   The House of Burgesses.

4. Medium Why did they sign the Compact?

   ▼ **Show answer**

   They landed outside any charter and needed a government.

5. Hard What changed at Plymouth in 1623?

   ▼ **Show answer**

   Each family received its own plot.

6. **Challenge** In four sentences, explain the lesson Bradford drew from 1623.

▼ **Show answer**

Sample: When all worked for the common store, men worked little and harvests were poor. When each family farmed its own plot, all became industrious. Bradford concluded that common ownership went against human nature. Private property encouraged work and responsibility.

COMMON MISTAKES

- Thinking the Pilgrims and Puritans were the same. The Pilgrims separated from the Church of England; the Puritans of Massachusetts Bay sought to reform it.
- Thinking Jamestown failed. It nearly did, but it survived and became the start of Virginia.

> **Scripture.** "For even when we were with you, this we commanded you, that if any would not work, neither should he eat." (2 Thessalonians 3:10, KJV)
>
> The rule that saved Jamestown.

6.2 The Atlantic Slave Trade

OBJECTIVES

- Describe the Atlantic slave trade and the Middle Passage.
- Describe the African and Arab slave trades.
- Explain what Scripture says about man-stealing, and the beginnings of opposition.

> **Warm-up.** Olaudah Equiano was kidnapped as a boy of about eleven. What would you want to know about how he survived?

WATCH

The Atlantic slave trade: What too few textbooks told you - Anthony Hazard

TED-Ed · 5:39

https://www.youtube.com/watch?v=3NXC4Q_4JVg

> **WHEN TO WATCH**
> After the Core ideas.

KEY TERMS

Middle Passage
the voyage of enslaved Africans across the Atlantic

triangular trade
the cycle of goods to Africa, slaves to the Americas and produce to Europe

Arab slave trade
the trade in African slaves across the Sahara, Red Sea and Indian Ocean

Equiano
Olaudah Equiano (c. 1745–1797), freed slave, author and abolitionist

man-stealing
kidnapping a person to sell or keep, condemned in Exodus 21:16

CORE IDEAS

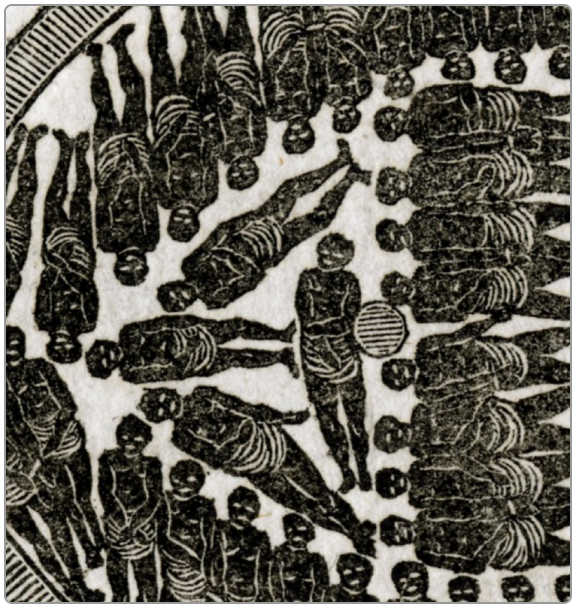
The trade. From the 1500s to the 1860s about 12.5 million Africans were shipped across the Atlantic; about 10.7 million survived the voyage. Most went to Brazil and the Caribbean to work sugar plantations, where death rates were terrible; about 400,000 came to North America. Portuguese, Spanish, Dutch, British, French and American merchants carried them in the **triangular trade**.

The Middle Passage. On the **Middle Passage** captives were chained below decks, packed tightly for weeks; perhaps one in seven died. In the Americas they were sold and forced to work under the whip. Families were broken up. Yet many slaves came to faith in Christ and built churches, and their spirituals sang of the Exodus and of heaven.

Africa and the Arab trade. Europeans rarely captured slaves themselves; they bought them from African kings and merchants, such as the kingdoms of Dahomey and Oyo, who took captives in war and raids. Slavery existed within Africa long before. The **Arab slave trade**, across the Sahara and the Indian Ocean to North Africa, Arabia and Persia, carried perhaps as many Africans over twelve centuries, with many men castrated. Barbary pirates also enslaved over a million Europeans (1500–1800).

Scripture and resistance. Exodus 21:16 commands death for **man-stealing**, and Paul lists "menstealers" among the lawless (1 Timothy 1:10). Many professing Christians ignored this and built self-serving arguments for slavery. But Quakers began to condemn it (Germantown petition, 1688), and evangelicals followed. **Equiano**, freed in 1766, became a Methodist, and his *Interesting Narrative* (1789) helped turn Britain against the trade.

PICTURE STUDY



Description of a Slave Ship (the Brookes), Plymouth and London abolition committees, 1788–1789 · Woodcut and engraving broadside · British Library; Library of Congress

unknown (anonymous), public domain. Wikimedia Commons.

Abolitionists drew this plan of the slave ship Brookes, showing how 454 Africans could be packed below decks under the law of 1788. On earlier voyages the ship had carried over 600.

Look closely

- The rows of figures lying side by side.
- The narrow space between decks.

Talk about it

1. Why was this image so powerful in persuading the public?
2. Why would abolitionists use a plain diagram rather than a painting?

PRIMARY SOURCE

Equiano's Narrative

Read Olaudah Equiano, *The Interesting Narrative* (1789), chapter 2, on his kidnapping and the Middle Passage (free on Project Gutenberg). Then read Exodus 21:16, 1 Timothy 1:10 and Philemon 15–16 in the KJV.

Steps

1. How was Equiano kidnapped, and by whom?
2. What did he see when he first boarded the slave ship?
3. What does Exodus 21:16 command?
4. How does Philemon 15–16 call a slave a brother?

Check your work

- ☐ By African raiders
- ☐ Chains and despair
- ☐ Death for man-stealing
- ☐ A brother beloved

TIMELINE AND MAP NOTEBOOK

1. Map: draw the triangular trade (Europe, West Africa, Caribbean and Brazil, North America) and the Arab trade routes (Sahara, Red Sea, Zanzibar to Arabia).
2. Timeline: 1441 first African captives to Portugal; 1500s sugar in Brazil; 1619 Virginia; 1688 Germantown protest; c. 1756 Equiano kidnapped; 1766 Equiano freed; 1787 abolition committee; 1789 the Narrative and the Brookes plan; 1807 Britain abolishes the trade.

> **From history.** Some historians have questioned whether Equiano was born in Africa or in South Carolina. Either way, his account of the Middle Passage matches other testimony, and he knew the slave system from inside.

> **Church history.** John Newton, a former slave-ship captain converted to Christ, wrote "Amazing Grace" and later testified against the trade in his Thoughts upon the African Slave Trade (1788).

PRACTICE

1. Easy How many Africans were shipped across the Atlantic?

   ▼ **Show answer**

   About 12.5 million.

2. Easy How many came to North America?

   ▼ **Show answer**

   About 400,000.

3. Medium What was the triangular trade?

   ▼ **Show answer**

   Goods to Africa, slaves to the Americas, produce to Europe.

4. Medium Where did the Arab trade carry slaves?

   ▼ **Show answer**

   North Africa, Arabia and Persia.

5. Hard Who protested slavery at Germantown in 1688?

   ▼ **Show answer**

   Quakers.

6. Challenge In four sentences, explain why an honest history includes the African and Arab trades.

   ▼ **Show answer**

   Sample: Europeans bought most slaves from African sellers. The Arab trade carried millions of Africans over many centuries. Leaving these out would distort the truth. Every nation that took part bears responsibility, and none is innocent.

COMMON MISTAKES

- Thinking only Europeans traded slaves. African rulers sold captives, and the Arab trade was as old and as large.
- Thinking Christianity approved slavery. Scripture condemns man-stealing, and Christians led the movement to abolish the trade.

> **Scripture.** “And he that stealeth a man, and selleth him, or if he be found in his hand, he shall surely be put to death.” (Exodus 21:16, KJV)
>
> Scripture condemns man-stealing.

UNIT 6 · THE ATLANTIC WORLD AND THE GREAT AWAKENING · LESSON 6.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

6.3 The Great Awakening

OBJECTIVES

- Describe the revivals under Edwards and Whitefield.
- Describe John Wesley’s conversion and the Methodist movement.
- Explain the effects of the Awakening in Britain and America.

> **Warm-up.** In 1739–1740 George Whitefield preached to crowds of up to 20,000 in the open air. What would draw so many people to hear a sermon?

WATCH

First Great Awakening

Ryan M Reeves · 28:44

https://www.youtube.com/watch?v=0IBEXiIJmps

> **WHEN TO WATCH**
> After the Core ideas; a long lecture, so watch it over two sessions if needed.

Note: Ryan Reeves on the First Great Awakening.

BACKUP VIDEO

The Life of John Wesley

Ryan M Reeves · 26:42

https://www.youtube.com/watch?v=xCKzOhUaG94

A second video for another session, or if the first will not play.

KEY TERMS

Great Awakening
the revivals in Britain and America in the 1730s and 1740s

George Whitefield
English evangelist (1714–1770) who preached in Britain and America

field preaching
preaching outdoors to crowds

Jonathan Edwards
Massachusetts pastor and theologian (1703–1758)

John Wesley
Anglican priest (1703–1791) and founder of Methodism

CORE IDEAS

Edwards. In 1734–1735 a revival began in Northampton, Massachusetts, under **Jonathan Edwards**, which he described in *A Faithful Narrative of the Surprising Work of God*. In 1741 he preached "Sinners in the Hands of an Angry God" at Enfield, warning that sinners are held over the pit only by God's mercy. Edwards was also a deep philosopher of beauty and of "religious affections"; he died president of Princeton.

Whitefield. George Whitefield, a young Anglican with a powerful voice, was shut out of many churches and began **field preaching** in 1739. He crossed the Atlantic thirteen times and preached perhaps 18,000 sermons. Benjamin Franklin, a skeptic, calculated that 30,000 people could hear him at once, and emptied his pockets into the collection. Whitefield preached the new birth (John 3:3). Sadly, he also owned slaves in Georgia and argued for slavery there.

Wesley. John Wesley, a strict Oxford don and failed missionary to Georgia, attended a meeting in Aldersgate Street, London, on 24 May 1738, where Luther's preface to Romans was read; he felt his heart "strangely warmed" and trusted in Christ alone. He rode some 250,000 miles on horseback, preaching to miners and the poor. His Methodist societies met in classes for prayer and accountability. His brother Charles wrote over 6,000 hymns. Wesley called slavery "that execrable sum of all villainies."

Effects. The Awakening filled churches, created new colleges (Princeton, Brown, Dartmouth), and preached the Gospel to slaves and Native Americans; David

Brainerd and the Moravians worked among the Indians. It divided congregations between revival's friends and critics. In Britain it reformed the lives of the poor and later fed the movements against the slave trade. It gave colonists a common experience across colony lines.

PICTURE STUDY



George Whitefield Preaching in Bolton, June 1750, Thomas Walley, 19th century · Oil on canvas · Bolton Museum, England

Thomas Walley, public domain. Wikimedia Commons.

A later painter imagined Whitefield preaching in the open air in the Lancashire town of Bolton in 1750. Whitefield preached wherever a crowd could gather: in fields, streets and market squares.

Look closely

- The preacher raised above the crowd so all could see and hear.
- The mixture of listeners, rich and poor, young and old.

Talk about it

1. Why did Whitefield preach outdoors?
2. This was painted a century later. What might the painter have imagined?

PRIMARY SOURCE

Edwards, Whitefield and Wesley

Read the opening application of Edwards's "Sinners in the Hands of an Angry God" and his account of Abigail Hutchinson (Classics Library); Whitefield's sermon "The Marks of the New Birth" (Classics Library); and Wesley's journal for 24 May 1738 (Classics Library).

Steps

1. What image does Edwards use for the sinner's danger?
2. What does Whitefield say are the marks of the new birth?
3. What happened to Wesley at Aldersgate?
4. How did each man point people to Christ?

Check your work

- ☐ A spider over the fire
- ☐ Faith, love and holiness
- ☐ Heart strangely warmed
- ☐ Christ alone

TIMELINE AND MAP NOTEBOOK

1. Map: mark Northampton, Enfield, Boston, Philadelphia, Savannah, Bristol, London and Oxford.
2. Timeline: 1734–1735 Northampton revival; 1738 Wesley's Aldersgate; 1739 Whitefield field preaching; 1739–1740 Whitefield in America; 1741 "Sinners"; 1746 Princeton; 1758 Edwards dies; 1770 Whitefield dies; 1791 Wesley dies.

> **From history.** Whitefield first preached outdoors to coal miners at Kingswood near Bristol in February 1739. He saw white gutters made by their tears running down their black faces.

> **Church history.** Charles Wesley's hymns include "And Can It Be," "O for a Thousand Tongues to Sing" and "Hark! the Herald Angels Sing."

SEE IT: INTERACTIVE.

Layered History Timeline: Jonathan Edwards

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: John Wesley · First Great Awakening. Opens in a new tab.

PRACTICE

1. Easy Where did Edwards's revival begin?

   ▼ **Show answer**

   Northampton, Massachusetts.

2. Easy When did Whitefield begin field preaching?

   ▼ **Show answer**

   1739.

3. Medium What did Franklin calculate?

   ▼ **Show answer**

   That 30,000 people could hear Whitefield at once.

4. Medium How far did Wesley ride?

   ▼ **Show answer**

   About 250,000 miles.

5. Hard What did Wesley call slavery?

   ▼ **Show answer**

   That execrable sum of all villainies.

6. Challenge In four sentences, explain the effects of the Great Awakening.

   ▼ **Show answer**

   Sample: Thousands were converted and churches filled. New colleges trained ministers. The Gospel reached slaves and Indians. Colonists shared a common experience across colony lines.

COMMON MISTAKES

- Thinking Edwards preached only hellfire. Most of his sermons dwelt on the beauty and love of God.

- Thinking the Awakening was only emotional. It was rooted in preaching the Bible and produced lasting changes in lives and churches.

> **Scripture.** “Jesus answered and said unto him, Verily, verily, I say unto thee, Except a man be born again, he cannot see the kingdom of God.” (John 3:3, KJV)
>
> The Awakening preached the new birth.

UNIT 6 · THE ATLANTIC WORLD AND THE GREAT AWAKENING · LESSON 6.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

6.4 The Ottomans, Mughals, Qing and Tokugawa

OBJECTIVES

- Describe the Ottoman and Mughal empires at their height.
- Describe the Qing dynasty in China.
- Describe Tokugawa Japan and the 26 martyrs of 1597.

> **Warm-up.** In 1700 the four largest empires in the world by population were in Asia. What might Europeans have learned from them, and they from Europe?

WATCH

5th February 1597: The Twenty-Six Martyrs of Japan executed in Nagasaki

HistoryPod · 2:45

https://www.youtube.com/watch?v=tEATmrfcy8A

> **WHEN TO WATCH**
> With the Core idea on Japan.

Note: The backup is TED-Ed on the Mughal Empire.

BACKUP VIDEO

The rise and fall of the Mughal Empire - Stephanie Honchell Smith

TED-Ed · 5:22

https://www.youtube.com/watch?v=fMsmCxIEQr4

A second video for another session, or if the first will not play.

KEY TERMS

Suleiman the Magnificent
Ottoman sultan (1520–1566) at the height of the empire

Mughal
the Muslim dynasty that ruled most of India (1526–1857)

Qing
the Manchu dynasty that ruled China (1644–1912)

Tokugawa
the shoguns who ruled Japan (1603–1868)

26 martyrs
Christians crucified at Nagasaki on 5 February 1597

CORE IDEAS

The Ottomans. Under **Suleiman the Magnificent** the Ottoman Empire ruled from Hungary to Iraq and from Algeria to Arabia; he besieged Vienna in 1529. The

architect Sinan built great mosques. Christians and Jews were tolerated as second-class subjects paying a special tax, and Christian boys were taken in the devshirme levy to serve as soldiers and officials. After 1683 the empire slowly declined.

The Mughals. The **Mughals**, Muslim descendants of Timur, conquered northern India from 1526. Akbar (1556–1605) ruled with tolerance for Hindus. Shah Jahan built the Taj Mahal (1632–1653) as a tomb for his wife. Aurangzeb (1658–1707) expanded the empire to its largest but persecuted Hindus and Sikhs and drained its strength; after him it broke up, opening India to the British East India Company.

The Qing. In 1644 the Manchus conquered China and founded the **Qing** dynasty. The Kangxi emperor (1661–1722), a learned ruler, welcomed Jesuit astronomers and in 1692 issued an edict of toleration for Christians. But the Rites Controversy, a dispute over whether Chinese converts could honor ancestors and Confucius, led to bans on Christianity under his successors. Qianlong (1735–1796) ruled the largest China ever, and in 1793 told a British envoy that China needed nothing from Britain.

Tokugawa Japan. Francis Xavier had brought the Gospel to Japan in 1549, and by 1600 there were perhaps 300,000 Christians. Fearing foreign influence, the ruler Hideyoshi had **26 Christians**, Japanese and European, including boys as young as twelve, crucified at Nagasaki on 5 February 1597; the young Paul Miki preached from his cross. The **Tokugawa** shoguns banned Christianity (1614), killed thousands, and closed Japan to almost all foreigners. Hidden Christians kept the faith in secret for over two centuries.

PICTURE STUDY



The Taj Mahal, Built under Shah Jahan; photographed by an unknown photographer, 19th century, 1632–1653 · White marble inlaid with stones; albumen photograph · Agra, India; photograph in the Rijksmuseum, Amsterdam

Rijksmuseum, CC0 (public domain dedication). Wikimedia Commons.

Shah Jahan built the Taj Mahal as a tomb for his wife Mumtaz Mahal, who died in childbirth. Some 20,000 workers built it over about twenty years. This photograph was taken in the 1800s.

Look closely

- The central onion dome and four minarets.
- The long water channel and garden leading to the tomb.

Talk about it

1. What does the Taj Mahal show about Mughal wealth and skill?
2. Compare it with Versailles. What does each show about its ruler?

PRIMARY SOURCE

The Martyrs of Nagasaki

Read an account of the 26 martyrs of Japan (1597), such as the contemporary record of Luis Frois, and the words of Paul Miki from the cross (in the Catholic Office of Readings for 6 February or in the Internet History Sourcebooks). Then read Luke 23:34 in the KJV.

Steps

1. Who were the 26 martyrs?
2. Why did Hideyoshi order their deaths?
3. What did Paul Miki say from the cross?
4. How did the martyrs echo Christ's words in Luke 23:34?

Check your work

- ☐ Japanese and European Christians
- ☐ Fear of foreign influence
- ☐ Forgiveness
- ☐ Father, forgive them

TIMELINE AND MAP NOTEBOOK

1. Map: shade the Ottoman, Safavid, Mughal, Qing and Tokugawa realms about 1700; mark Istanbul, Agra, Delhi, Beijing, Edo and Nagasaki.
2. Timeline: 1520 Suleiman; 1526 Mughals in India; 1529 siege of Vienna; 1549 Xavier in Japan; 1556 Akbar; 1597 26 martyrs; 1603 Tokugawa; 1614 ban on Christianity; 1644 Qing; 1653 Taj Mahal completed; 1692 Kangxi edict; 1793 Macartney mission.

> **From history.** When French missionaries returned to Nagasaki in 1865, hidden Christians came forward and asked whether they honored Mary and the pope, and were celibate, to test whether they were true successors of the old missionaries.

> **Church history.** Paul Miki, a Jesuit brother, told the crowd from his cross that he forgave Hideyoshi and all who had a part in his death, and prayed that they would become Christians.

SEE IT: INTERACTIVE.

Layered History Timeline: Ottoman Empire

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Suleiman the Magnificent · Mughal Empire · Akbar · Tokugawa shogunate (Japan) · Qing dynasty. Opens in a new tab.

PRACTICE

1. Easy Who was the Ottoman sultan at the empire's height?

   ▼ **Show answer**

   Suleiman the Magnificent.

2. Easy When did the Mughals conquer northern India?

   ▼ **Show answer**

   From 1526.

3. Medium Who built the Taj Mahal?

   ▼ **Show answer**

   Shah Jahan.

4. Medium Which Qing emperor welcomed Jesuits?

   ▼ **Show answer**

   Kangxi.

5. Hard Who brought the Gospel to Japan?

   ▼ **Show answer**

   Francis Xavier, in 1549.

6. Challenge In four sentences, explain why Japan closed itself to the West.

   ▼ **Show answer**

   Sample: Japan's rulers feared Christians would be loyal to foreign powers. Hideyoshi crucified the 26 martyrs in 1597. The Tokugawa banned Christianity and killed thousands. They closed Japan to almost all foreigners to keep control.

COMMON MISTAKES

- Thinking these empires were backward. In 1700 they were rich and powerful; their decline relative to Europe came later.
- Thinking Christianity in Japan died out. Hidden Christians kept it for over two centuries without priests.

> **Scripture.** "Then said Jesus, Father, forgive them; for they know not what they do. And they parted his raiment, and cast lots." (Luke 23:34, KJV)
>
> The martyrs of Nagasaki forgave from their crosses.

UNIT 7

The Enlightenment

The thinkers of the Enlightenment hoped that reason would free mankind from superstition, tyranny and poverty. They gave the world powerful ideas about natural rights, the separation of powers and free markets, many drawn from Christian roots. Some also attacked revealed religion and imagined man could be perfected without God. This unit reads Hobbes, Locke, Montesquieu, Voltaire, Rousseau and Adam Smith fairly, and judges them by Scripture.

Students read *Leviathan*, the *Second Treatise*, *Persian Letters*, *Candide*, *The Social Contract* and *The Wealth of Nations*.

PREREQUISITES

- Units 1–6 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can compare Hobbes and Locke on human nature and government.
- ☐ I can explain Montesquieu's separation of powers and Voltaire's satire.
- ☐ I can explain Rousseau's general will and its dangers.
- ☐ I can explain Adam Smith's division of labor and free markets.
- ☐ I can judge Enlightenment ideas by Scripture, steelmanning before critiquing.

LESSONS IN THIS UNIT

7.1	**Hobbes and Locke**	Four sessions, 30–50 minutes each
7.2	**Montesquieu and Voltaire**	Four sessions, 30–50 minutes each
7.3	**Rousseau**	Four sessions, 30–50 minutes each
7.4	**Adam Smith**	Four sessions, 30–50 minutes each

Unit 7 Test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. (2 pts) **Lesson 7.1**
   When was Leviathan published?

PART A · TERMS AND PEOPLE

2. 2 pts **Lesson 7.1**

What does Hobbes call the state of nature?

PART A · TERMS AND PEOPLE

3. 2 pts **Lesson 7.1**

How is property made one's own?

PART A · TERMS AND PEOPLE

4. 2 pts **Lesson 7.2**

What was Montesquieu's great work?

PART A · TERMS AND PEOPLE

5. 2 pts **Lesson 7.2**

Which country did Montesquieu admire?

PART A · TERMS AND PEOPLE

6. 2 pts **Lesson 7.2**

What event prompted Candide?

PART A · TERMS AND PEOPLE

7. 2 pts **Lesson 7.3**

What did his First Discourse argue?

PART A · TERMS AND PEOPLE

8. 2 pts **Lesson 7.3**

What does Rousseau say corrupted natural man?

PART A · TERMS AND PEOPLE

9. 2 pts **Lesson 7.3**

What did Rousseau propose for religion?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 7.4**

What was his first great book?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 7.4**

How many pins could one untrained worker make?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 7.4**

What was mercantilism?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 7.1**

Put in order, earliest first: The Spirit of the Laws; Locke's Letter Concerning Toleration; Locke's Second Treatise; The Lisbon earthquake.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 7.2**

Put in order, earliest first: Rousseau is honored in the Panthéon; Locke's Second Treatise; Montesquieu's Persian Letters; The Theory of Moral Sentiments.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 7.3**

Put in order, earliest first: Montesquieu's Persian Letters; Voltaire's Candide; The Wealth of Nations; Discourse on Inequality.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 7.4**

Put in order, earliest first: Voltaire's Candide; Rousseau is honored in the Panthéon; Locke's Letter Concerning Toleration; Locke's Second Treatise.

PART C · READING SOURCES

17. **10 pts** **Lesson 7.1**

God says, “So God created man in his own image, in the image of God created he him; male and female created he them” (Genesis 1:27). (a) In whose image was man created? (b) How does this support Locke’s idea of rights? (c) What does Hobbes’s view leave out?

PART C · READING SOURCES

18. **10 pts** **Lesson 7.2**

Paul writes, “And we know that all things work together for good to them that love God, to them who are the called according to his purpose” (Romans 8:28). (a) To whom do all things work for good? (b) How is this different from Pangloss’s claim that all is for the best? (c) How does the cross answer the problem of evil?

PART C · READING SOURCES

19. **10 pts** **Lesson 7.3**

Jeremiah says, “The heart is deceitful above all things, and desperately wicked: who can know it?” (Jeremiah 17:9). (a) What does Jeremiah say about the heart? (b) How does this answer Rousseau? (c) Why would a government built on Rousseau’s view be dangerous?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 7.4**

Locate or describe: Malmesbury, Oxford, Amsterdam, Bordeaux, Paris, Ferney, Geneva and Edinburgh.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 7.4**

Essay (400–500 words): Which Enlightenment thinker best fits a Christian view of man? Compare at least two of Hobbes, Locke, Rousseau and Smith on human nature, and use at least two primary sources and Scripture.

ANSWER KEY

1. 1651.
2. A war of every man against every man.
3. By mixing labor with it.
4. The Spirit of the Laws (1748).
5. England.
6. The Lisbon earthquake of 1755.
7. That civilization had corrupted morals.
8. Society and private property.
9. A civil religion, with death for those who broke its dogmas.
10. The Theory of Moral Sentiments (1759).
11. Hardly 20 a day.
12. Building national wealth by exports, gold and colonies.
13. Locke's Letter Concerning Toleration (1689); Locke's Second Treatise (1689); The Spirit of the Laws (1748); The Lisbon earthquake (1755).
14. Locke's Second Treatise (1689); Montesquieu's Persian Letters (1721); The Theory of Moral Sentiments (1759); Rousseau is honored in the Panthéon (1794).
15. Montesquieu's Persian Letters (1721); Discourse on Inequality (1755); Voltaire's Candide (1759); The Wealth of Nations (1776).
16. Locke's Letter Concerning Toleration (1689); Locke's Second Treatise (1689); Voltaire's Candide (1759); Rousseau is honored in the Panthéon (1794).
17. (a) God's. (b) Every person bears God's image, so no one may harm another's life, liberty or possessions. (c) Hobbes sees fallen self-interest but not the dignity of God's image or a law higher than the sovereign.
18. (a) Those who love God and are called according to His purpose. (b) Paul does not call evil good; he says God works good through it for His people. (c) At the cross God took evil on Himself to defeat it, and promises to make all things new.
19. (a) It is deceitful and desperately wicked. (b) Evil comes from the heart, not only from society. (c) It would trust rulers who claim to speak for the general will with unlimited power, ignoring their sin.
20. Malmesbury in Wiltshire, England (Hobbes's birthplace); Oxford on the Thames; Amsterdam, where Locke lived in exile; Bordeaux in southwest France

(Montesquieu); Paris on the Seine; Ferney just inside France near the Swiss border (Voltaire); Geneva on its lake (Rousseau's birthplace); Edinburgh, capital of Scotland, near Smith's birthplace of Kirkcaldy.

21. Look for: Hobbes's war of all against all; Locke's law of nature and property; Rousseau's natural goodness and corrupting society; Smith's self-interest and sympathy; the Christian doctrines of creation in God's image and the Fall (Genesis 1:27, Jeremiah 17:9). Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: STEELMAN AND REPLY ESSAY

Choose one Enlightenment thinker from this unit. Write a 1,000-word essay in two halves: first, state his strongest argument as fairly and persuasively as you can (the "steelman"), quoting him; second, reply from Scripture and history, granting what is true and answering what is false.

This essay pairs with Composition 11.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The essay	4: a fair, strong steelman with quotations and a thoughtful scriptural reply. 3: a weaker steelman or reply. 2: a strawman or no Scripture. 1: missing.
Timeline and map	4: the unit's pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 7 · THE ENLIGHTENMENT · LESSON 7.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

7.1 Hobbes and Locke

OBJECTIVES

- Explain Hobbes's state of nature and Leviathan.
- Explain Locke's natural rights, property and consent.
- Compare their views of human nature and government.

> **Warm-up.** Hobbes said that without government, life would be "solitary, poor, nasty, brutish, and short." Is he right?

WATCH

Thomas Hobbes and John Locke: Two Philosophers Compared

Tom Richey · 16:32

https://www.youtube.com/watch?v=N2LVcu01QEU

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

Human Nature and the Social Contract (Hobbes, Locke, and Rousseau)

Tom Richey · 5:21

https://www.youtube.com/watch?v=jCoK2LE3FZk

A second video for another session, or if the first will not play.

KEY TERMS

state of nature
the condition of men without government

social contract
the agreement by which men form a government

Leviathan
Hobbes's name for the all-powerful state, from the sea monster of Job 41

natural rights
rights given by God and nature: life, liberty and property

consent of the governed
the principle that just government rests on the people's agreement

CORE IDEAS

Hobbes. Thomas Hobbes (1588–1679) lived through the English Civil War. In *Leviathan* (1651) he argued that in the **state of nature**, without government, men are

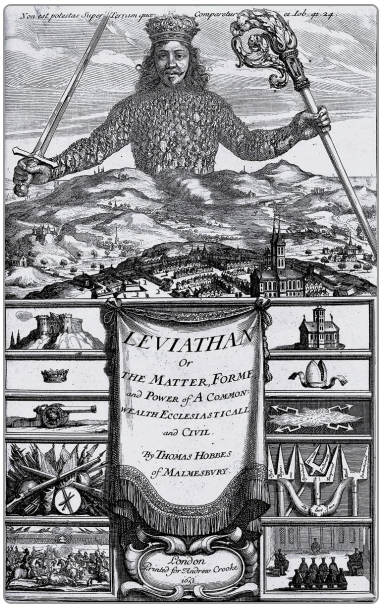
equal and fearful, so there is a "war of every man against every man," and life is "solitary, poor, nasty, brutish, and short." To escape, men give up their rights to a sovereign with absolute power. Any government, he thought, is better than civil war.

Locke. John Locke (1632–1704), a Puritan's son and physician, fled to Holland and returned with William in 1689. In his *Second Treatise of Government* (1689) he argued that even in the state of nature there is a law of nature, which is reason: since all men are God's workmanship, "no one ought to harm another in his life, health, liberty, or possessions." Governments exist to protect these **natural rights**.

Property and consent. Locke argued that a man makes property his own by mixing his labor with it, and that "the great and chief end" of government is "the preservation of their property," meaning life, liberty and estate. Government rests on the **consent of the governed.** If rulers become tyrants and violate the trust, the people may resist and form a new government. These ideas shaped 1689 and, later, the American Declaration.

Judging them. Hobbes saw the Fall's effects clearly, but made the state almost a god and was accused of atheism. Locke appealed to God and Scripture throughout; his *Letter Concerning Toleration* (1689) argued that the magistrate cannot save souls by force. Yet he would not tolerate atheists or Catholics, and his later *Reasonableness of Christianity* minimized doctrine. Scripture teaches both that rulers are God's ministers (Romans 13) and that they are under God's law.

PICTURE STUDY



The Frontispiece of Leviathan, Abraham Bosse, with Hobbes, 1651 · Etching · First edition, London

Abraham Bosse, CC0 (public domain dedication). Wikimedia Commons.

The famous title page shows the sovereign as a giant whose body is made of his subjects. He holds the sword of state and the crozier of the church. Above is a Latin verse from Job 41: “There is no power on earth to be compared to him.”

Look closely

- The tiny people forming the giant’s body, all facing the head.
- The sword and crozier, and the panels below of state and church power.

Talk about it

1. What does the image say about the sovereign and the people?
2. Why does Hobbes put the church in the sovereign’s hand?

PRIMARY SOURCE

Leviathan and the Second Treatise

Read Hobbes, *Leviathan* I.13 (Classics Library), and Locke, *Second Treatise*, chapters II (§§4–6), V (§27) and IX (§§123–124) (Classics Library). Then read Genesis 1:27 and Romans 13:1–4 in the KJV.

Steps

1. Why does Hobbes think the state of nature is war?
2. What law does Locke find in the state of nature?
3. How does a man make property his own, according to Locke?
4. What is the chief end of government for Locke?

Check your work

- ☐ Equality and fear
- ☐ Reason, God's workmanship
- ☐ Mixing labor
- ☐ Preserving property

TIMELINE AND MAP NOTEBOOK

1. Chart: compare Hobbes and Locke on human nature, the state of nature, why government exists, the power of rulers and the right of resistance.
2. Timeline: 1588 Hobbes born; 1632 Locke born; 1642–1651 Civil War; 1651 Leviathan; 1679 Hobbes dies; 1683 Locke flees to Holland; 1689 Second Treatise and Letter Concerning Toleration; 1690 Essay Concerning Human Understanding; 1704 Locke dies.

> **From history.** Hobbes said he was born a twin with fear: his mother went into labor early on hearing that the Spanish Armada was coming in 1588.

> **Church history.** Locke wrote paraphrases and notes on the epistles of Paul in his last years. His Second Treatise cites Scripture and the Anglican theologian Richard Hooker many times.

PRACTICE

1. Easy What war shaped Hobbes?

   ▼ **Show answer**

   The English Civil War.

2. Easy How does Hobbes describe life without government?

   ▼ **Show answer**

   Solitary, poor, nasty, brutish, and short.

3. Medium Where does the name Leviathan come from?

   ▼ **Show answer**

   The sea monster of Job 41.

4. Medium Why should no one harm another, according to Locke?

   ▼ **Show answer**

   All men are God's workmanship.

5. Hard What is the chief end of government for Locke?

   ▼ **Show answer**

   The preservation of property: life, liberty and estate.

6. Challenge In four sentences, explain how Locke's ideas reached America.

   ▼ **Show answer**

   Sample: Locke taught that men have natural rights from God. Government rests on consent and exists to protect rights. When rulers become tyrants, people may form a new government. Jefferson echoed these ideas in the Declaration of Independence.

COMMON MISTAKES

- Thinking Locke was a secular thinker. He grounded natural rights in God's creation.
- Thinking Hobbes favored kings only. He favored any absolute sovereign, king or assembly, that kept order.

REFERENCE GUIDE

An eight-page, color-coded guide to the U.S. Constitution and government: the roots of liberty and the founding documents, the Articles of Confederation and the Convention, The Federalist, the Preamble, all seven Articles and 27 amendments, separation of powers, federalism, Congress and how a bill becomes law, the President, elections, the courts and landmark cases, state and local government, citizenship and the naturalization civics test. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "So God created man in his own image, in the image of God created he him; male and female created he them." (Genesis 1:27, KJV)
>
> Rights rest on the image of God.

UNIT 7 · THE ENLIGHTENMENT · LESSON 7.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

7.2 Montesquieu and Voltaire

OBJECTIVES

- Explain Montesquieu's separation of powers.
- Describe Voltaire's satire, his campaign for toleration and his attack on the church.
- Describe the salons, the Encyclopedia and the enlightened despots.

> **Warm-up.** Montesquieu wrote that when legislative and executive powers are united in the same person, there can be no liberty. Why?

WATCH

Voltaire and the Radical Enlightenment

Ryan M Reeves · 26:10

https://www.youtube.com/watch?v=NYfVGQp_g68

> **WHEN TO WATCH**
> With the Core ideas on Voltaire.

Note: Ryan Reeves on Voltaire and the radical Enlightenment.

BACKUP VIDEO

Political Theory: Montesquieu and Rousseau (The Philosophes: Thinkers of the Enlightenment)

Tom Richey · 11:06

https://www.youtube.com/watch?v=kQdwvguLc9s

A second video for another session, or if the first will not play.

KEY TERMS

Montesquieu
French noble and judge (1689–1755), author of The Spirit of the Laws

Voltaire
pen name of François-Marie Arouet (1694–1778), French writer and satirist

enlightened despot
an absolute monarch who claimed to rule by reason

separation of powers
dividing government into legislative, executive and judicial branches

deism
belief in a Creator who does not intervene or reveal Himself

CORE IDEAS

Montesquieu. In *Persian Letters* (1721) **Montesquieu** imagined two Persians visiting France and mocking its king, church and customs. In *The Spirit of the Laws* (1748) he

studied the governments of many lands and praised England, where he thought power was divided. He taught the **separation of powers**: legislative, executive and judicial, each checking the others, so that "power should be a check to power." The American framers quoted him more than any other modern writer.

Voltaire. Voltaire, the most famous writer of the age, was imprisoned in the Bastille and exiled to England, which he admired for its freedom and Newton. A **deist**, he attacked the Catholic Church with the cry "Écrasez l'infâme!" ("Crush the infamous thing!"). He campaigned for Jean Calas, a Protestant falsely accused and executed in Toulouse in 1762, and won his posthumous acquittal.

Candide. After the Lisbon earthquake of 1755 killed tens of thousands on All Saints' Day, Voltaire wrote *Candide* (1759) to mock the philosophy that "all is for the best in the best of all possible worlds." His hero suffers war, earthquake and the Inquisition, and concludes, "we must cultivate our garden." Voltaire raised a real question, the problem of evil, but answered it without the cross.

Spreading ideas. In Paris **salons** hosted by wealthy women, thinkers met to talk. Diderot's *Encyclopedia* (1751–1772) gathered knowledge in 28 volumes, slipping in criticism of church and crown. Some monarchs, the **enlightened despots**, embraced the new ideas: Frederick the Great of Prussia, Catherine the Great of Russia and Joseph II of Austria reformed law and granted religious toleration, while keeping absolute power and waging wars.

PICTURE STUDY



Voltaire, Jean-Antoine Houdon, 1778 · Marble · National Gallery of Art, Washington, D.C.

Jean-Antoine Houdon, CC0 (public domain dedication). Wikimedia Commons.

Houdon sculpted Voltaire from life in 1778, just before his death at eighty-three, when he returned to Paris in triumph. The famous smile is both wise and mocking.

Look closely

- The knowing, ironic smile.
- The thin, aged face and deep-set eyes.

Talk about it

1. What does the sculptor reveal about Voltaire's character?
2. How does this image compare with that of Pascal or Newton?

PRIMARY SOURCE

Persian Letters and Candide

Read Montesquieu, *Persian Letters*, Letter 24 on the king and the pope (Classics Library), and *The Spirit of the Laws* XI.6 on the separation of powers (free online). Then read Voltaire, *Candide*, chapters 1–3 (Classics Library), and Romans 8:28 in the KJV.

Steps

1. What does Montesquieu's Persian say about the king and the pope?
2. Why does Montesquieu want powers separated?
3. What does Voltaire mock in chapters 1–3 of Candide?
4. How is Romans 8:28 different from Pangloss's philosophy?

Check your work

- ☐ Magicians
- ☐ To protect liberty
- ☐ Optimism and war
- ☐ Good for them that love God

TIMELINE AND MAP NOTEBOOK

1. Diagram: draw three branches of government with arrows showing how each checks the others, labeled from Montesquieu.
2. Timeline: 1721 Persian Letters; 1726–1728 Voltaire in England; 1748 Spirit of the Laws; 1751 Encyclopedia begins; 1755 Lisbon earthquake; 1759 Candide; 1762 Calas; 1763 Treatise on Tolerance; 1778 Voltaire dies.

> **From history.** The famous line "I disapprove of what you say, but I will defend to the death your right to say it" was written by Voltaire's biographer Evelyn Beatrice Hall in 1906 to sum up his attitude.

> **Church history.** Voltaire is said to have predicted that Christianity would be forgotten within a century. Instead, the century after his death saw the great missionary movement and the founding of the Bible societies, which printed Scripture in hundreds of languages.

PRACTICE

1. Easy What is the plot of Persian Letters?

   ▼ **Show answer**

   Two Persians visit France and comment on it.

2. Easy What three powers did Montesquieu separate?

   ▼ **Show answer**

   Legislative, executive and judicial.

3. Medium What was Voltaire's real name?

   ▼ **Show answer**

   François-Marie Arouet.

4. Medium Who was Jean Calas?

   ▼ **Show answer**

   A Protestant falsely executed in 1762, whom Voltaire defended.

5. Hard What is Candide's conclusion?

   ▼ **Show answer**

   We must cultivate our garden.

6. Challenge In four sentences, judge Voltaire fairly.

   ▼ **Show answer**

   Sample: He fought real injustice, as in the Calas case. He opposed torture and religious persecution. But he mocked the Christian faith and the Bible. His answer to evil offered no hope beyond cultivating one's garden.

COMMON MISTAKES

- Thinking all Enlightenment thinkers were atheists. Most were deists or Christians; Montesquieu was a Catholic.

- Thinking enlightened despots believed in rule by the people. They used reason to strengthen absolute power.

> **Scripture.** “And we know that all things work together for good to them that love God, to them who are the called according to his purpose.” (Romans 8:28, KJV)
>
> Paul’s answer is not Pangloss’s.

UNIT 7 · THE ENLIGHTENMENT · LESSON 7.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

7.3 Rousseau

OBJECTIVES

- Explain Rousseau’s view of natural man and society.
- Explain the social contract and the general will.
- Evaluate Rousseau’s influence and its dangers.

> **Warm-up.** Rousseau began The Social Contract: “Man is born free; and everywhere he is in chains.” What chains do you think he meant?

WATCH

Political Theory: Montesquieu and Rousseau (The Philosophes: Thinkers of the Enlightenment)

Tom Richey · 11:06

https://www.youtube.com/watch?v=kQdwvguLc9s

> **WHEN TO WATCH**
> After the Core ideas.

Note: Tom Richey on Montesquieu and Rousseau.

BACKUP VIDEO

Locke vs Rousseau (Social Contract Philosophers Compared)

Tom Richey · 17:24

https://www.youtube.com/watch?v=jZtENCOzPf0

A second video for another session, or if the first will not play.

KEY TERMS

Rousseau

Jean-Jacques Rousseau (1712–1778), Genevan writer and philosopher

noble savage

the idea, linked with Rousseau, that natural man is good and society corrupts him

general will

Rousseau's idea of the common good willed by the whole community

Émile

Rousseau's 1762 novel on education

Romanticism

the later movement that valued feeling, nature and the individual

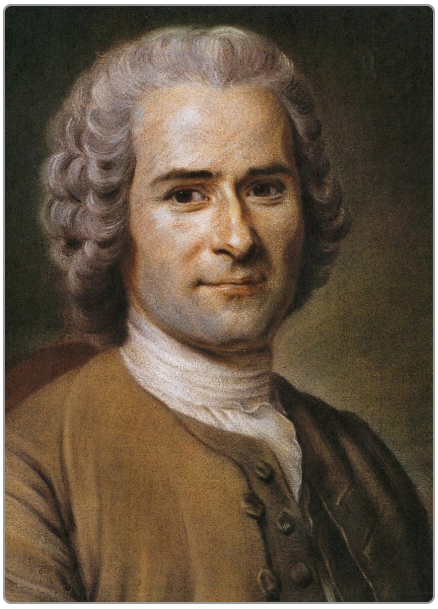
The man. Jean-Jacques Rousseau, born in Calvinist Geneva, became famous in Paris with his *Discourse on the Arts and Sciences* (1750), which argued that civilization had corrupted morals. He was a brilliant writer of feeling. In his *Confessions* he admitted that he left each of his five children at a foundling hospital, where most infants died.

Natural goodness. In his *Discourse on Inequality* (1755) Rousseau imagined natural man as solitary, peaceful and good, corrupted when someone first fenced a field and said "This is mine." Private property, he said, brought inequality, envy and war. Man is good by nature and society makes him bad. This contradicts the Christian doctrine of the Fall.

The general will. In *The Social Contract* (1762) Rousseau said each person must give himself wholly to the community, which forms a **general will** aiming at the common good. The general will is always right, even when the people err. Whoever refuses to obey it "shall be compelled to do so by the whole body," which means "he will be forced to be free." He also proposed a civil religion and death for those who broke its dogmas.

Influence. Rousseau's *Émile* (1762) proposed educating a child by nature and feeling, apart from books and the church; Geneva and Paris burned it. His ideas inspired the Romantic love of nature and feeling. They also inspired the Jacobins of the French Revolution, who claimed to embody the general will and silenced dissent. Later revolutionaries likewise claimed to force people to be free.

PICTURE STUDY



Jean-Jacques Rousseau, Maurice Quentin de La Tour, 1753 · Pastel on paper · Musée Antoine-Lécuyer, Saint-Quentin

Maurice Quentin de La Tour, public domain. Wikimedia Commons.

La Tour, the great pastel portraitist, drew Rousseau in 1753 at the height of his fame in Paris. The gentle face hides the restless and quarrelsome man Rousseau also was.

Look closely

- The soft colors of pastel.
- The gentle smile and bright eyes.

Talk about it

1. What impression does this portrait give?
2. How does it compare with what Rousseau admitted in his Confessions?

PRIMARY SOURCE

The Social Contract

Read Rousseau, *The Social Contract*, Book I, chapters 1, 6 and 7 (Classics Library). Then read Jeremiah 17:9 and Romans 3:10–12 in the KJV.

Steps

1. What does Rousseau say in the first sentence of chapter 1?
2. What does each person give up in the social contract (chapter 6)?
3. What does Rousseau mean by being "forced to be free" (chapter 7)?
4. How does Jeremiah 17:9 answer Rousseau's view of man?

Check your work

- ☐ Born free, in chains
- ☐ Himself wholly
- ☐ Compelled to obey the general will
- ☐ The heart is deceitful

TIMELINE AND MAP NOTEBOOK

1. Chart: compare Hobbes, Locke and Rousseau on human nature, the state of nature, the social contract and the limits of government.
2. Timeline: 1712 Rousseau born; 1750 First Discourse; 1755 Discourse on Inequality; 1762 Social Contract and Émile; 1762 Émile burned; 1778 Rousseau dies; 1782 Confessions published; 1794 remains moved to the Panthéon.

> **From history.** The French revolutionaries moved Rousseau's remains to the Panthéon in Paris in 1794, during the Terror, and honored him as a father of the Revolution.

> **Church history.** Scripture teaches that the trouble with man is within: "For from within, out of the heart of men, proceed evil thoughts" (Mark 7:21). No change of society alone can cure it.

PRACTICE

1. Easy Where was Rousseau born?

   ▼ **Show answer**

   Geneva.

2. Easy What did Rousseau do with his children?

   ▼ **Show answer**

   Left them at a foundling hospital.

3. Medium When was The Social Contract published?

   ▼ **Show answer**

   1762.

4. Medium What does Rousseau say about those who refuse the general will?

   ▼ **Show answer**

   They will be forced to be free.

5. Hard What is Émile about?

   ▼ **Show answer**

   Education by nature and feeling.

6. Challenge In four sentences, compare Rousseau and Scripture on human nature.

   ▼ **Show answer**

   Sample: Rousseau taught that man is good by nature and society corrupts him. Scripture teaches that all men have sinned and the heart is deceitful. Rousseau looked to a new society to save man. Scripture looks to new hearts given by God through Christ.

COMMON MISTAKES

- Thinking Rousseau simply favored rule by the people. His general will could override the people and force dissenters.
- Thinking Rousseau coined the phrase “noble savage.” It was used before him, though it summarizes a view linked to his work.

> **Scripture.** “The heart is deceitful above all things, and desperately wicked: who can know it?” (Jeremiah 17:9, KJV)
>
> Jeremiah’s answer to Rousseau.

UNIT 7 · THE ENLIGHTENMENT · LESSON 7.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

7.4 Adam Smith

OBJECTIVES

- Explain Adam Smith’s division of labor and the pin factory.
- Explain self-interest, exchange and the “invisible hand.”
- Describe Smith’s moral philosophy and criticisms of mercantilism.

> **Warm-up.** Smith wrote: “It is not from the benevolence of the butcher, the brewer, or the baker, that we expect our dinner, but from their regard to their own interest.” Is that a good or bad thing?

WATCH

Adam Smith's Invisible Hand Theory Explained

Federal Reserve Bank of St. Louis · 6:46

https://www.youtube.com/watch?v=53rKW8JRYhQ

> **WHEN TO WATCH**
> With the Core idea on self-interest and exchange.

BACKUP VIDEO

9th March 1776: "The Wealth of Nations" published by Scottish economist and philosopher Adam Smith

HistoryPod · 2:29

https://www.youtube.com/watch?v=LH_rrcCu-hA

A second video for another session, or if the first will not play.

KEY TERMS

Adam Smith
Scottish professor (1723–1790), author of The Wealth of Nations

division of labor
splitting work into specialized tasks

mercantilism
the policy of building national wealth by exports, gold and colonies

invisible hand
Smith's image for how free exchange serves the common good

Theory of Moral Sentiments
Smith's 1759 work on sympathy and conscience

CORE IDEAS

The professor. Adam Smith, professor of moral philosophy at Glasgow, first wrote *The Theory of Moral Sentiments* (1759), arguing that human beings naturally feel sympathy for others and judge themselves through an "impartial spectator." He was no believer in pure selfishness. In 1776 he published *An Inquiry into the Nature and Causes of the Wealth of Nations*.

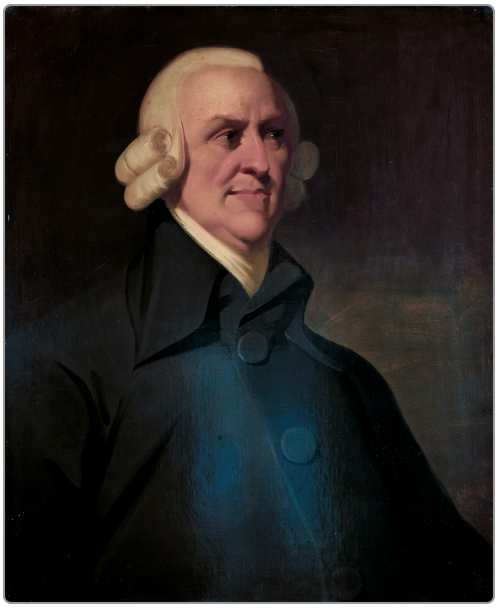
The pin factory. Smith began with the **division of labor**. One untrained worker could hardly make 20 pins a day; but in a small factory where ten men divided the work into about eighteen operations, they made 48,000 pins a day. Specialization multiplies productivity. It arises, Smith said, from man's natural "propensity to truck, barter, and exchange one thing for another."

Self-interest and exchange. In free exchange both sides gain. The butcher and baker serve us because it benefits them. Each man seeking his own gain is "led by an invisible hand" to promote the good of society. Smith attacked **mercantilism**, which hoarded gold and protected monopolies; real wealth, he said, is goods produced, and free trade enriches nations. He also warned that merchants often conspire against the public to raise prices.

Judging Smith. Smith opposed slavery as both unjust and inefficient, and worried that the division of labor could make workers dull. He gave government duties of defense, justice and public works. Christians can affirm his insight that God made

men to work and exchange (Genesis 2:15), while remembering that greed is sin and that markets need honesty, which they cannot create. Smith himself held that commerce depends on virtue.

PICTURE STUDY



Adam Smith, Unknown artist (the Muir portrait), c. 1800 · Oil on canvas · Scottish National Portrait Gallery, Edinburgh

Photographer unknown, public domain. Wikimedia Commons.

Smith disliked being painted, so most images of him were made after his death, based on a medallion by James Tassie. This one hangs in Edinburgh, the city where he spent his last years.

Look closely

- The side profile, like a coin or medallion.
- The plain dress of a professor.

Talk about it

1. Why might Smith have disliked having his portrait painted?
2. How does this image compare with the portraits of Voltaire and Rousseau?

PRIMARY SOURCE

The Wealth of Nations

Read Adam Smith, *The Wealth of Nations*, Book I, chapters 1–2 (the pin factory and the propensity to exchange) and Book IV, chapter 2 (the invisible hand), available free on Project Gutenberg. Then read Genesis 2:15 and Proverbs 11:1 in the KJV.

Steps

1. How many pins could ten men make by dividing the work?
2. What propensity gives rise to the division of labor?
3. What does Smith say about the butcher, the brewer and the baker?
4. How does Proverbs 11:1 add something Smith assumes?

Check your work

- ☐ 48,000 a day
- ☐ To truck, barter and exchange
- ☐ Their own interest
- ☐ Honest weights

TIMELINE AND MAP NOTEBOOK

1. Diagram: draw the pin factory as a flowchart of at least eight steps, from drawing the wire to packing the pins.
2. Timeline: 1723 Smith born; 1751 professor at Glasgow; 1759 Theory of Moral Sentiments; 1764–1766 travels in France; 1776 Wealth of Nations; 1778 commissioner of customs; 1790 Smith dies.

> **From history.** The Wealth of Nations appeared in 1776, the same year as the American Declaration of Independence. Smith had written that the American colonies would one day become a great nation.

> **Church history.** Smith's teacher Francis Hutcheson, a Presbyterian, taught at Glasgow that human beings have a moral sense given by God. The Scottish Enlightenment flourished in a Presbyterian land.

SEE IT: INTERACTIVE.

Layered History Timeline: Adam Smith, Wealth of Nations

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy Where did Smith teach?

   ▼ **Show answer**

   Glasgow.

2. Easy When was The Wealth of Nations published?

   ▼ **Show answer**

   1776.

3. Medium How many could ten men make with divided labor?

   ▼ **Show answer**

   48,000 a day.

4. Medium What does the invisible hand describe?

   ▼ **Show answer**

   How free exchange promotes the good of society.

5. Hard What did Smith warn about merchants?

   ▼ **Show answer**

   They often conspire against the public to raise prices.

6. Challenge In four sentences, give a Christian evaluation of Smith.

   ▼ **Show answer**

   Sample: Smith saw that God made men to work and exchange, and that free exchange benefits both sides. He knew self-interest could serve others. But markets depend on honesty, which they cannot produce. Greed remains sin, and a Christian works to serve God and neighbor.

COMMON MISTAKES

- Thinking Smith taught that greed is good. He taught that free exchange can serve others, and wrote a whole book on sympathy and conscience.
- Thinking Smith wanted no government. He gave it duties of defense, justice and public works.

> **Scripture.** "A false balance is abomination to the LORD: but a just weight is his delight." (Proverbs 11:1, KJV)
>
> Markets depend on honest weights.

UNIT 8

The American Founding

In thirty years thirteen British colonies declared independence, won a war against the greatest empire in the world, and framed a constitution that still governs the United States. The Founders drew on English liberties, classical republics, Locke and Montesquieu, and a deep Protestant culture. This unit teaches the Founding as history: what happened, what the Founders said and why, and where they fell short.

Students read *Common Sense*, the Declaration, Adams, Washington, Franklin, *The Federalist*, Brutus, Madison and Tocqueville.

PREREQUISITES

- Units 1–7 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can explain the causes of the American Revolution from 1763 to 1776.
- ☐ I can describe the course of the war and Washington's leadership.
- ☐ I can explain the Constitution and the ratification debate.
- ☐ I can explain the Bill of Rights and the Founders' case for religious liberty.
- ☐ I can evaluate the Founding fairly, including slavery.

LESSONS IN THIS UNIT

8.1	**Toward Independence**	Four sessions, 30–50 minutes each
8.2	**The War and Washington**	Four sessions, 30–50 minutes each
8.3	**The Constitution and Ratification**	Four sessions, 30–50 minutes each
8.4	**The Bill of Rights and Religious Liberty**	Four sessions, 30–50 minutes each

Unit 8 Test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. (2 pts) **Lesson 8.1**
   What did the Stamp Act tax?

PART A · TERMS AND PEOPLE

2. 2 pts **Lesson 8.1**

What happened in December 1773?

PART A · TERMS AND PEOPLE

3. 2 pts **Lesson 8.1**

When did Congress vote for independence?

PART A · TERMS AND PEOPLE

4. 2 pts **Lesson 8.2**

What happened on Christmas night 1776?

PART A · TERMS AND PEOPLE

5. 2 pts **Lesson 8.2**

When was the French alliance?

PART A · TERMS AND PEOPLE

6. 2 pts **Lesson 8.2**

What did the Treaty of Paris recognize?

PART A · TERMS AND PEOPLE

7. 2 pts **Lesson 8.3**

What was Shays's Rebellion?

PART A · TERMS AND PEOPLE

8. 2 pts **Lesson 8.3**

Who took notes at the Convention?

PART A · TERMS AND PEOPLE

9. 2 pts **Lesson 8.3**

What does No. 10 argue?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 8.4**

Who drafted it?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 8.4**

What does the Tenth Amendment reserve?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 8.4**

When did Massachusetts end its established church?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 8.1**

Put in order, earliest first: The Stamp Act; The Treaty of Paris; The Articles of Confederation; The Constitution is signed.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 8.2**

Put in order, earliest first: Shays's Rebellion; The victory at Saratoga; The Boston Tea Party; The Treaty of Paris.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 8.3**

Put in order, earliest first: Shays's Rebellion; The Memorial and Remonstrance; Cornwallis surrenders at Yorktown; The Stamp Act.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 8.4**

Put in order, earliest first: The Constitution is signed; The Stamp Act; The Memorial and Remonstrance; Lexington and Concord.

PART C · READING SOURCES

17. **10 pts** **Lesson 8.1**

God commanded Israel, “And ye shall hallow the fiftieth year, and proclaim liberty throughout all the land unto all the inhabitants thereof” (Leviticus 25:10). (a) What did God command Israel to proclaim in the year of jubilee? (b) Why was this verse put on the bell in Philadelphia? (c) How did it later become a rebuke to slavery in America?

PART C · READING SOURCES

18. **10 pts** **Lesson 8.2**

The prophet writes, “But they shall sit every man under his vine and under his fig tree; and none shall make them afraid” (Micah 4:4). (a) What picture of peace does Micah give? (b) Why did this verse appeal to Washington? (c) How does it describe the goal of a just government?

PART C · READING SOURCES

19. **10 pts** **Lesson 8.3**

Isaiah writes, “For the LORD is our judge, the LORD is our lawgiver, the LORD is our king; he will save us” (Isaiah 33:22). (a) What three roles does the LORD hold? (b) How do they correspond to the three branches? (c) Why should no man hold all three?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 8.4**

Locate or describe: Boston, Lexington and Concord, Philadelphia, Saratoga, Valley Forge, Yorktown, Mount Vernon and Williamsburg.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 8.4**

Essay (400–500 words): Was the American Revolution a conservative revolution? Use the Declaration, Adams, The Federalist and the Bill of Rights, and compare with English liberties of 1689. Use at least two primary sources.

ANSWER KEY

1. Printed papers.
2. The Boston Tea Party.
3. 2 July 1776.
4. Washington crossed the Delaware and surprised the Hessians at Trenton.
5. 1778.
6. American independence, with borders to the Mississippi.
7. A 1786 farmers' uprising in Massachusetts.
8. James Madison.
9. A large republic controls factions.
10. James Madison.
11. Other powers to the states and the people.
12. 1833.
13. The Stamp Act (1765); The Articles of Confederation (1781); The Treaty of Paris (1783); The Constitution is signed (1787).
14. The Boston Tea Party (1773); The victory at Saratoga (1777); The Treaty of Paris (1783); Shays's Rebellion (1786).
15. The Stamp Act (1765); Cornwallis surrenders at Yorktown (1781); The Memorial and Remonstrance (1785); Shays's Rebellion (1786).
16. The Stamp Act (1765); Lexington and Concord (1775); The Memorial and Remonstrance (1785); The Constitution is signed (1787).
17. (a) Liberty to all the inhabitants of the land. (b) Pennsylvanians valued their charter liberties, and later the bell became a symbol of independence. (c) Abolitionists named it the Liberty Bell, asking why liberty was not proclaimed to all inhabitants, including slaves.
18. (a) Each man secure on his own land, with no one to make him afraid. (b) It pictured the liberty and property he fought for, and peace at home at Mount Vernon. (c) Government should protect people and their property so they can live in peace.
19. (a) Judge, lawgiver and king. (b) Judicial, legislative and executive. (c) Only God can be trusted with all power; sinful men must be checked, as Madison argued.

20. Boston on Massachusetts Bay; Lexington and Concord northwest of Boston; Philadelphia on the Delaware River in Pennsylvania; Saratoga on the upper Hudson in New York; Valley Forge on the Schuylkill northwest of Philadelphia; Yorktown on the York River in Virginia; Mount Vernon on the Potomac in Virginia; Williamsburg, Virginia's colonial capital.
21. Look for: rights of Englishmen, colonial charters and assemblies; the Declaration's grievances; natural law and Locke; the Constitution's limits and checks; the Bill of Rights echoing 1689; continuity of law and churches; contrast with radical breaks. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: A MOCK RATIFYING CONVENTION

Hold a mock state ratifying convention of 1788. Each student takes the part of a real delegate, Federalist or Anti-Federalist, prepares a 3–5 minute speech using *The Federalist* or Brutus, and answers one question from the other side. The convention then votes and may propose amendments.

Each student writes a 400-word reflection: which argument was strongest, and why?

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The convention	4: a well-sourced speech in character, a good answer and reflection. 3: thinner sources. 2: off-topic or unsourced. 1: missing.
Timeline and map	4: the unit's pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 8 · THE AMERICAN FOUNDING · LESSON 8.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

8.1 Toward Independence

OBJECTIVES

- Explain the conflict over taxation and rights after 1763.
- Describe the outbreak of war in 1775.
- Explain Common Sense and the Declaration of Independence.

Warm-up. Colonists cried, “No taxation without representation.” Why did they care so much about who taxed them, even when the taxes were small?

WATCH

Road to Revolution (Boston Tea Party, Intolerable Acts, Lexington & Concord)

Tom Richey · 10:32

https://www.youtube.com/watch?v=4ERLY0LhjcM

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

What you might not know about the Declaration of Independence - Kenneth C. Davis

TED-Ed · 3:38

https://www.youtube.com/watch?v=LKJMWHCUoiw

A second video for another session, or if the first will not play.

KEY TERMS

Stamp Act
the 1765 British tax on printed papers in the colonies

Boston Tea Party
the destruction of East India Company tea in Boston Harbor, December 1773

Intolerable Acts
the 1774 laws punishing Massachusetts

Common Sense
Thomas Paine’s pamphlet of January 1776 urging independence

Declaration of Independence
Congress’s statement of 4 July 1776

CORE IDEAS

After 1763. Britain won the Seven Years' War in 1763 but was deep in debt, and believed the colonies should help pay for their defense. The **Stamp Act** (1765) taxed papers in the colonies. Colonists protested that as Englishmen they could be taxed only by their own elected assemblies, as Parliament had established since 1689. The Stamp Act was repealed, but Parliament declared it could legislate for the colonies "in all cases whatsoever."

Rising conflict. New duties, troops in Boston, and the Boston Massacre (1770) followed. After the **Boston Tea Party** (1773), Parliament passed the **Intolerable Acts**, closing Boston's port and altering Massachusetts's charter. Twelve colonies sent delegates to the First Continental Congress (1774). On 19 April 1775 British troops marching to seize arms at Concord met militia at Lexington, and the war began.

Common Sense. Many colonists still hoped for reconciliation with the king. In January 1776 **Thomas Paine**, an English immigrant, published *Common Sense*, attacking monarchy itself with arguments from 1 Samuel 8 and calling for independence. It sold over 100,000 copies in months. John Adams, in *Thoughts on Government*, urged the states to form republican governments with balanced powers.

The Declaration. On 2 July 1776 Congress voted for independence; on 4 July it adopted the **Declaration**, drafted by Thomas Jefferson. It declared "that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness," that governments derive "their just powers from the consent of the governed," and listed grievances against the king. It closed with "a firm reliance on the protection of divine Providence."

PICTURE STUDY



The Declaration of Independence, John Trumbull, 1817–1819 · Oil on canvas · Rotunda of the U.S. Capitol, Washington, D.C.

John Trumbull, public domain. Wikimedia Commons.

Trumbull painted the committee of five, Adams, Sherman, Livingston, Jefferson and Franklin, presenting the draft to John Hancock. He painted most of the figures from life or from portraits.

Look closely

- Jefferson, tall in the center, laying the document on the table.
- Franklin at right and Adams at left.

Talk about it

1. Why did Trumbull work so hard to paint real faces?
2. The scene shows 28 June, not 4 July. Why might that matter?

PRIMARY SOURCE

Common Sense, the Declaration and Adams

Read Paine, *Common Sense*, "Of Monarchy and Hereditary Succession" (Classics Library); the Declaration of Independence in full (Classics Library); and Adams, *Thoughts on Government* (Classics Library). Then read Leviticus 25:10 in the KJV.

Steps

1. How does Paine use 1 Samuel 8 against monarchy?
2. What truths does the Declaration call self-evident?
3. Choose three grievances against the king and explain them.
4. What kind of government does Adams recommend?

Check your work

- ☐ Israel's sin in asking for a king
- ☐ Equality and unalienable rights
- ☐ Three grievances
- ☐ A balanced republic

TIMELINE AND MAP NOTEBOOK

1. Map: mark Boston, Lexington, Concord, Philadelphia, New York and Williamsburg; shade the thirteen colonies.
2. Timeline: 1763 Treaty of Paris and Proclamation Line; 1765 Stamp Act; 1766 repeal and Declaratory Act; 1770 Boston Massacre; 1773 Tea Party; 1774 Intolerable Acts and First Congress; 1775 Lexington and Concord, Bunker Hill; 1776 Common Sense, 2 July vote, 4 July Declaration.

> **From history.** John Adams expected Americans to celebrate 2 July, the day of the vote, with "pomp and parade, with shows, games, sports, guns, bells, bonfires, and illuminations." They chose 4 July instead.

> **Church history.** The Liberty Bell in Philadelphia bears Leviticus 25:10: "Proclaim liberty throughout all the land unto all the inhabitants thereof." About a third of the signers had studied in colleges founded to train ministers.

SEE IT: INTERACTIVE.

Layered History Timeline: Declaration of Independence

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy Why did Britain tax the colonies after 1763?

   ▼ **Show answer**

   To pay war debts and the cost of defending the colonies.

2. Easy What was the colonists' objection?

   ▼ **Show answer**

   No taxation without representation in their own assemblies.

3. Medium What did the Intolerable Acts do?

   ▼ **Show answer**

   Closed Boston's port and altered Massachusetts's charter.

4. Medium How many copies did it sell in months?

   ▼ **Show answer**

   Over 100,000.

5. Hard Who drafted the Declaration?

   ▼ **Show answer**

   Thomas Jefferson.

6. Challenge In four sentences, summarize the argument of the Declaration.

   ▼ **Show answer**

   Sample: All men are created equal with unalienable rights from God. Governments exist to secure these rights and rest on consent. When a government destroys these ends, the people may alter or abolish it. The king had committed many abuses, so the colonies were free and independent states.

COMMON MISTAKES

- Thinking the colonists simply wanted lower taxes. They objected to taxation without consent, a principle of English liberty.
- Thinking Paine was a Christian. He used Scripture in Common Sense but later attacked Christianity in The Age of Reason.

REFERENCE GUIDE

An eight-page, color-coded guide to the U.S. Constitution and government: the roots of liberty and the founding documents, the Articles of Confederation and the Convention, The Federalist, the Preamble, all seven Articles and 27 amendments, separation of powers, federalism, Congress and how a bill becomes law, the President, elections, the courts and landmark cases, state and local government, citizenship and the naturalization civics test. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "And ye shall hallow the fiftieth year, and proclaim liberty throughout all the land unto all the inhabitants thereof: it shall be a jubile unto you; and ye shall return every man unto his possession, and ye shall return every man unto his family." (Leviticus 25:10, KJV)
>
> The verse on the Liberty Bell.

UNIT 8 · THE AMERICAN FOUNDING · LESSON 8.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

8.2 The War and Washington

OBJECTIVES

- Describe the major campaigns of the War of Independence.
- Explain Washington's leadership, including Valley Forge and Newburgh.
- Describe the French alliance, Yorktown and the Treaty of Paris.

> **Warm-up.** At the end of the war, George Washington surrendered his command to Congress and went home. King George III reportedly said that if he did that, he would be the greatest man in the world. Why?

WATCH

Benjamin Franklin

Drive Thru History with Dave Stotts · 7:50

https://www.youtube.com/watch?v=h3fzKKlt0mg

> **WHEN TO WATCH**
> With the Core idea on victory.

Note: Dave Stotts on Benjamin Franklin; no approved video on Washington's generalship was found.

BACKUP VIDEO

Battle of Yorktown 1781 - American Revolution - History DOCUMENTARY

Kings and Generals · 25:36

https://www.youtube.com/watch?v=jNzO9_zVDnI

A second video for another session, or if the first will not play.

KEY TERMS

Continental Army
the army of the United States under Washington

Valley Forge
the army's winter camp of 1777–1778

Newburgh
the camp where Washington stopped a threatened officers' revolt in 1783

Saratoga
the American victory of 1777 that won the French alliance

Yorktown
the siege where Cornwallis surrendered in 1781

CORE IDEAS

Early years. Congress named **George Washington** commander of the **Continental Army** in June 1775. Driven out of New York in 1776, the army nearly dissolved; on

Christmas night Washington crossed the icy Delaware and surprised the Hessians at Trenton, then won at Princeton. In 1777 the Americans defeated a British army at **Saratoga**, which persuaded France to ally with the United States (1778).

Valley Forge. The winter of 1777–1778 at **Valley Forge** was bitter; some 2,000 men died of disease. Soldiers lacked shoes and blankets. Washington stayed with them, and the Prussian officer Baron von Steuben drilled them into a professional army. Washington's general orders repeatedly called the army to divine worship and to thank Providence.

Victory. The war shifted south. In 1781 Washington and the French general Rochambeau marched to Virginia, while the French fleet under de Grasse blocked the Chesapeake. Trapped at **Yorktown**, Cornwallis surrendered on 19 October 1781. The Treaty of Paris (1783) recognized American independence with borders to the Mississippi. Benjamin Franklin, America's envoy in Paris, had secured the alliance and the peace.

Newburgh. Unpaid officers at **Newburgh** in 1783 threatened to defy Congress. Washington met them, and as he put on his spectacles to read a letter, said, "I have grown gray in your service and now find myself growing blind." The officers, moved, abandoned the plot. In December 1783 he resigned his commission to Congress and returned to Mount Vernon. He owned slaves, as did many Founders; in his will he freed those he held in his own right.

PICTURE STUDY



Washington Crossing the Delaware, Emanuel Leutze, 1851 · Oil on canvas · Metropolitan Museum of Art, New York

Emanuel Leutze, public domain. Wikimedia Commons.

Leutze, a German-American, painted this huge canvas seventy-five years after the event, partly to encourage German liberals after the failed revolutions of 1848. It has many inaccuracies but captures the courage of that night.

Look closely

- Washington standing upright as the boat crosses the ice.
- The mixed crew of soldiers, farmers and a frontiersman.

Talk about it

1. Find two likely inaccuracies (the flag design, standing in a small boat, the daylight).
2. Why has this painting become so famous despite its errors?

PRIMARY SOURCE

Washington and Franklin

Read Washington's Newburgh Address (15 March 1783) and his Circular to the States (June 1783) (Classics Library), and Franklin's speech at the Constitutional Convention on prayer (28 June 1787) or a passage from his *Autobiography* (Classics Library). Then read Micah 4:4 in the KJV.

Steps

1. How does Washington appeal to his officers at Newburgh?
2. What does he ask of the states in the Circular?
3. What does Franklin say about God governing in the affairs of men?
4. How did Washington use Micah 4:4 in his letters?

Check your work

- ☐ Honor and sacrifice
- ☐ Union and justice
- ☐ A sparrow cannot fall
- ☐ Vine and fig tree

TIMELINE AND MAP NOTEBOOK

1. Map: mark Boston, New York, Trenton, Princeton, Saratoga, Valley Forge, Philadelphia, Charleston, Yorktown, Newburgh and Mount Vernon.
2. Timeline: 1775 Washington commands; 1776 New York lost, Trenton; 1777 Princeton, Saratoga; 1777–1778 Valley Forge; 1778 French alliance; 1780 Charleston falls; 1781 Yorktown; 1783 Newburgh, Treaty of Paris, Washington resigns.

> **From history.** About 9,000 Black soldiers served on the American side, many in integrated units, and thousands of slaves who fled to the British were promised freedom and evacuated in 1783.

> **Church history.** Washington quoted Micah 4:4, every man "under his vine and under his fig tree," nearly fifty times in his letters, as his picture of peace and liberty.

SEE IT: INTERACTIVE.

Layered History Timeline: George Washington

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: American Revolutionary War. Opens in a new tab.

PRACTICE

1. Easy When was Washington named commander?

   ▼ **Show answer**

   June 1775.

2. Easy Why was Saratoga important?

   ▼ **Show answer**

   It persuaded France to ally with the United States.

3. Medium What happened at Valley Forge?

   ▼ **Show answer**

   The army suffered a bitter winter and was drilled by von Steuben.

4. Medium When did Cornwallis surrender?

   ▼ **Show answer**

   19 October 1781.

5. Hard Who was America's envoy in Paris?

   ▼ **Show answer**

   Benjamin Franklin.

6. Challenge In four sentences, explain why Washington's resignation mattered.

   ▼ **Show answer**

   Sample: Victorious generals often seized power, like Caesar and Cromwell. Washington instead surrendered his command to Congress. This established that the military is under civilian authority. It showed the republic could be trusted to its citizens.

COMMON MISTAKES

- Thinking the colonists were united. Perhaps a fifth were Loyalists, and many were neutral.
- Thinking the Americans won alone. French money, troops and ships were decisive at Yorktown.

REFERENCE GUIDE

An eight-page, color-coded guide to the U.S. Constitution and government: the roots of liberty and the founding documents, the Articles of Confederation and the Convention, The Federalist, the Preamble, all seven Articles and 27 amendments, separation of powers, federalism, Congress and how a bill becomes law, the President, elections, the courts and landmark cases, state and local government, citizenship and the naturalization civics test. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "But they shall sit every man under his vine and under his fig tree; and none shall make them afraid: for the mouth of the LORD of hosts hath spoken it." (Micah 4:4, KJV)
>
> Washington's favorite picture of peace.

UNIT 8 · THE AMERICAN FOUNDING · LESSON 8.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

8.3 The Constitution and Ratification

OBJECTIVES

- Explain the weaknesses of the Articles of Confederation.
- Describe the Constitutional Convention and its compromises.
- Explain the arguments of the Federalists and Anti-Federalists.

> **Warm-up.** Madison wrote: "If men were angels, no government would be necessary." What does this say about human nature and government?

WATCH

The making of the American Constitution - Judy Walton

TED-Ed · 3:58

https://www.youtube.com/watch?v=uihNc_tdGbk

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

The Federalist Papers Explained

Hip Hughes (HipHughes) · 5:31

https://www.youtube.com/watch?v=b9lCkWJ72yE

A second video for another session, or if the first will not play.

KEY TERMS

Articles of Confederation
the first national government of the United States (1781–1789)

checks and balances
powers given to each branch to limit the others

Anti-Federalists
opponents who feared a strong central government

Great Compromise
the plan for a House by population and a Senate with equal votes

Federalists
supporters of ratifying the Constitution

CORE IDEAS

The Articles. Under the **Articles of Confederation** Congress could not tax, regulate trade or enforce its laws; each state had one vote, and changes required all thirteen. Debts went unpaid. In 1786 farmers in Massachusetts led by Daniel Shays rose against taxes and foreclosures. Many leaders concluded the union needed a stronger government.

The Convention. In the summer of 1787 fifty-five delegates met in Philadelphia, with Washington presiding and James Madison taking notes. Large and small states clashed over representation until the **Great Compromise**: a House by population and a Senate with two members per state. The three-fifths clause counted three-fifths of slaves for representation, and the slave trade was protected until 1808; the word "slave" was kept out of the text.

The design. The Constitution divided power between the nation and the states (federalism) and among three branches with **checks and balances**: the president can veto, Congress can override and impeach, the courts judge cases under the law. Madison explained that "ambition must be made to counteract ambition," because men are not angels. Amendments require broad agreement.

Ratification. Nine states had to ratify. Hamilton, Madison and Jay wrote 85 essays as "Publius," *The Federalist*. No. 10 argued that a large republic controls factions; No. 51 explained checks and balances; No. 78 called the judiciary "the least dangerous" branch. The **Anti-Federalists**, such as "Brutus," warned that a distant government would swallow the states and liberties, and demanded a bill of rights. Ratification was close in Virginia and New York. Washington became president in 1789.

PICTURE STUDY



Scene at the Signing of the Constitution, Howard Chandler Christy, 1940 · Oil on canvas · U.S. Capitol, Washington, D.C.

Howard Chandler Christy, public domain. Wikimedia Commons.

Christy painted this 20-by-30-foot canvas for the Capitol in 1940. Washington stands on the dais; Franklin is seated at center, with Hamilton leaning toward him and Madison nearby.

Look closely

- Washington presiding on the platform.
- Franklin at the center, the oldest delegate.

Talk about it

1. Why would Congress commission this in 1940?
2. How is a painting made 150 years later different from a primary source?

PRIMARY SOURCE

Federalist and Brutus

Read *The Federalist* No. 10 (on faction), No. 51 ("if men were angels") and No. 78 (the judiciary) (Classics Library); *Brutus* I (Classics Library); and Madison's notes on the Great Compromise (Classics Library). Then read Isaiah 33:22 in the KJV.

Steps

1. How does Madison propose to control faction in No. 10?
2. Why does government need checks, according to No. 51?
3. What does Brutus fear about a large republic?
4. How might Isaiah 33:22 have suggested three functions of government?

Check your work

- ☐ A large republic
- ☐ Men are not angels
- ☐ Loss of liberty and the states
- ☐ Judge, lawgiver, king

TIMELINE AND MAP NOTEBOOK

1. Diagram: draw the three branches with their checks: veto, override, impeachment, appointment, confirmation, judicial review.
2. Timeline: 1781 Articles ratified; 1783 peace; 1786 Shays's Rebellion and Annapolis; 1787 Convention, signing on 17 September; 1787–1788 Federalist; 1788 New Hampshire ninth state, Virginia and New York; 1789 Washington inaugurated.

> **From history.** When the convention ended, a woman asked Franklin, "Well, Doctor, what have we got, a republic or a monarchy?" He replied, "A republic, if you can keep it."

> **Church history.** Madison studied at Princeton under John Witherspoon, a Presbyterian minister and signer of the Declaration, who taught that because of sin no man should be trusted with unchecked power.

SEE IT: INTERACTIVE.

Layered History Timeline: U.S. Constitution

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy Name two weaknesses of the Articles.

   ▼ **Show answer**

   Congress could not tax, regulate trade or enforce laws; changes needed all thirteen states (any two).

2. Easy Who presided over the Convention?

   ▼ **Show answer**

   George Washington.

3. Medium What was the Great Compromise?

   ▼ **Show answer**

   A House by population and a Senate with equal votes.

4. Medium Who wrote The Federalist?

   ▼ **Show answer**

   Hamilton, Madison and Jay.

5. Hard What did No. 78 call the judiciary?

   ▼ **Show answer**

   The least dangerous branch.

6. Challenge In four sentences, explain the Anti-Federalist case.

   ▼ **Show answer**

   Sample: They feared a strong, distant government would swallow the states. They warned that a large republic could not represent the people well. They worried about a standing army and broad taxing power. They insisted on a bill of rights to protect liberties.

COMMON MISTAKES

- Thinking the three-fifths clause said slaves were three-fifths human. It reduced slaveholding states' representation; antislavery delegates wanted slaves not counted at all.
- Thinking all the Founders agreed. The ratification debate was hard fought and close.

REFERENCE GUIDE

An eight-page, color-coded guide to the U.S. Constitution and government: the roots of liberty and the founding documents, the Articles of Confederation and the Convention, The Federalist, the Preamble, all seven Articles and 27 amendments, separation of powers, federalism, Congress and how a bill becomes law, the President, elections, the courts and landmark cases, state and local government, citizenship and the naturalization civics test. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "For the LORD is our judge, the LORD is our lawgiver, the LORD is our king; he will save us." (Isaiah 33:22, KJV)
>
> Judge, lawgiver and king.

UNIT 8 · THE AMERICAN FOUNDING · LESSON 8.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

8.4 The Bill of Rights and Religious Liberty

OBJECTIVES

- Explain the origins and content of the Bill of Rights.
- Explain the Virginia struggle for religious liberty.
- Describe Washington's Farewell Address and Tocqueville's view of religion in America.

> **Warm-up.** The First Amendment begins, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." Why put religion first?

WATCH

Why wasn't the Bill of Rights included in the original Constitution?

Hillsdale Studios · 6:43

https://www.youtube.com/watch?v=37V2S2RFTbQ

> **WHEN TO WATCH**
> With the Core idea on the Bill of Rights.

Note: The backup is Drive Thru History on the Farewell Address.

BACKUP VIDEO

Presidents' Day: George Washington's Farewell Address

Drive Thru History with Dave Stotts · 3:03

https://www.youtube.com/watch?v=c2pMGVlRJ0s

A second video for another session, or if the first will not play.

KEY TERMS

Bill of Rights
the first ten amendments to the Constitution, ratified in 1791

Memorial and Remonstrance
Madison's 1785 petition against taxes for religion

Farewell Address
Washington's 1796 letter on leaving the presidency

establishment
an official state church supported by taxes

Virginia Statute for Religious Freedom
Jefferson's law of 1786 ending Virginia's established church

CORE IDEAS

The Bill of Rights. To win ratification, Federalists promised amendments. Madison drafted them in the First Congress, and the states ratified ten in 1791. The **Bill of Rights** protects freedom of religion, speech, press and assembly, the right to bear

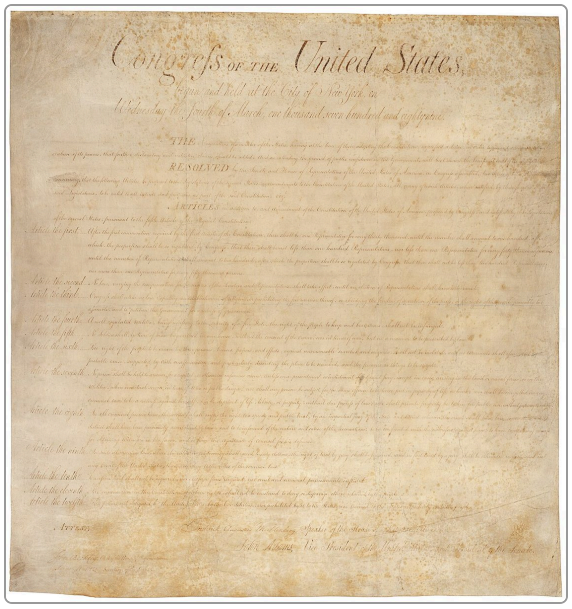
arms, security against unreasonable searches, due process and trial by jury, and reserves other powers to the states and people. Many rights echoed the English Bill of Rights of 1689.

Virginia. Virginia had an **established** Anglican church, and Baptist preachers had been jailed for preaching without license. In 1784 Patrick Henry proposed a tax to support all Christian teachers. Madison answered with his **Memorial and Remonstrance** (1785): religion is a duty to the Creator that "can be directed only by reason and conviction, not by force," and Christianity flourished best without state support. Baptists and Presbyterians agreed, and in 1786 Virginia passed Jefferson's **Statute for Religious Freedom**.

The First Amendment. The First Amendment forbade Congress to establish a national church or prohibit the free exercise of religion. Several states kept established churches; Massachusetts ended its own in 1833. Congress hired chaplains and called days of prayer. The Founders meant to protect religion from government control, not to drive faith from public life.

Washington and Tocqueville. In his **Farewell Address** (1796) Washington warned against faction and permanent foreign alliances, and wrote that "religion and morality are indispensable supports" of political prosperity, and that morality cannot be maintained without religion. In the 1830s the Frenchman Alexis de Tocqueville found that in America religion and liberty were allies; religion took no direct part in government but was "the first of their political institutions."

PICTURE STUDY



The Bill of Rights, Engrossed by William Lambert for Congress, 1789 · Ink on parchment · National Archives, Washington, D.C.

National Archives and Records Administration. Office of the Federal Register. 4/1/1985, public domain. Wikimedia Commons.

Congress sent twelve proposed amendments to the states in 1789. The first two were not ratified at the time, so the third became our First Amendment.

Look closely

- The heading, Congress of the United States, begun and held in New York.
- The numbered articles; find the one about religion.

Talk about it

1. Why does the parchment list twelve articles, not ten?
2. Why would the states demand these rights in writing?

PRIMARY SOURCE

Madison, Jefferson, Washington and Tocqueville

Read Madison's *Memorial and Remonstrance* §§1–4 (Classics Library); the Virginia Statute for Religious Freedom (Classics Library); the Farewell Address on religion and morality (Classics Library); and Tocqueville, *Democracy in America* I.2.9 on religion (Classics Library). Then read Matthew 22:21 in the KJV.

Steps

1. Why does Madison say religion cannot be directed by force?
2. What does the Virginia Statute forbid?
3. What does Washington call religion and morality?
4. What does Tocqueville say about religion and liberty in America?

Check your work

- ☐ Duty to the Creator
- ☐ Compelled support of worship
- ☐ Indispensable supports
- ☐ Allies

TIMELINE AND MAP NOTEBOOK

1. Chart: list each of the ten amendments with a one-line summary and, where it applies, its source in the English Bill of Rights of 1689.
2. Timeline: 1776 Virginia Declaration of Rights; 1784 Henry's assessment bill; 1785 Memorial and Remonstrance; 1786 Virginia Statute; 1789 amendments proposed; 1791 Bill of Rights ratified; 1796 Farewell Address; 1833 Massachusetts disestablishes; 1835 Tocqueville.

> **From history.** Jefferson's phrase "a wall of separation between Church and State" comes from his 1802 letter to the Danbury Baptists, who had feared state interference in religion. It is not in the Constitution.

> **Church history.** Baptist leaders such as John Leland pressed Madison for a bill of rights protecting religious liberty. Baptists had suffered under established churches in both Virginia and New England.

PRACTICE

1. Easy When was the Bill of Rights ratified?

   ▼ **Show answer**

   1791.

2. Easy Name four rights in the First Amendment.

   ▼ **Show answer**

   Religion, speech, press, assembly (and petition).

3. Medium Which church was established in Virginia?

   ▼ **Show answer**

   The Anglican church.

4. Medium Who wrote the Virginia Statute for Religious Freedom?

   ▼ **Show answer**

   Thomas Jefferson.

5. Hard What did Washington call religion and morality?

   ▼ **Show answer**

   Indispensable supports of political prosperity.

6. Challenge In four sentences, explain the Founders' view of religion and the republic.

   ▼ **Show answer**

   Sample: They barred a national established church. They protected the free exercise of religion. Washington held that religion and morality support free government. Tocqueville saw religion as the ally of American liberty.

COMMON MISTAKES

- Thinking the First Amendment banned religion from public life. It barred a national established church; Congress itself hired chaplains.

- Thinking the Bill of Rights originally limited the states. It limited only the federal government until later amendments and court decisions.

REFERENCE GUIDE

An eight-page, color-coded guide to the U.S. Constitution and government: the roots of liberty and the founding documents, the Articles of Confederation and the Convention, The Federalist, the Preamble, all seven Articles and 27 amendments, separation of powers, federalism, Congress and how a bill becomes law, the President, elections, the courts and landmark cases, state and local government, citizenship and the naturalization civics test. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "They say unto him, Cæsar's. Then saith he unto them, Render therefore unto Cæsar the things which are Cæsar's; and unto God the things that are God's." (Matthew 22:21, KJV)
>
> Cæsar's things and God's things.

UNIT 9

Revolution, Napoleon and Abolition

Thirteen years after 1776, France had its own revolution. It began with hopes of liberty and ended in the Terror, war, the massacre of the Vendée and the rule of Napoleon. Meanwhile in Britain a small band of evangelicals began a long campaign to abolish the slave trade, and won in 1807. In 1815 Napoleon fell at Waterloo and the Congress of Vienna redrew Europe. This unit closes the course by comparing the two revolutions.

Students read the Declaration of the Rights of Man, Burke, Napoleon's letters and maxims, and Wilberforce.

PREREQUISITES

- Units 1–8 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can explain the causes and course of the French Revolution, including the Terror and the Vendée.
- ☐ I can describe Napoleon's rise, achievements and fall.
- ☐ I can explain Wilberforce and the abolition of the slave trade in 1807.
- ☐ I can describe Waterloo and the Congress of Vienna.
- ☐ I can compare the American and French revolutions.

LESSONS IN THIS UNIT

9.1	**1789 and the Terror**	Four sessions, 30–50 minutes each
9.2	**Napoleon**	Four sessions, 30–50 minutes each
9.3	**Wilberforce and 1807**	Four sessions, 30–50 minutes each
9.4	**Waterloo and Vienna (1815)**	Four sessions, 30–50 minutes each

Unit 9 Test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. (2 pts) **Lesson 9.1**
   Who paid most taxes?

PART A · TERMS AND PEOPLE

2. **2 pts** **Lesson 9.1**

Where does the Rights of Man place sovereignty?

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 9.1**

About how many were executed by courts in the Terror?

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 9.2**

How did he first win fame?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 9.2**

When did he crown himself emperor?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 9.2**

What was the Continental System?

PART A · TERMS AND PEOPLE

7. **2 pts** **Lesson 9.3**

Who urged him to stay in Parliament?

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 9.3**

Who gathered evidence from ships and sailors?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 9.3**

What was the Clapham Sect?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 9.4**

What were the Hundred Days?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 9.4**

Who commanded the allied army?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 9.4**

Who represented France?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 9.1**

Put in order, earliest first: The invasion of Russia; The Vienna settlement; Napoleon seizes power; The Battle of Waterloo.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 9.2**

Put in order, earliest first: The Slavery Abolition Act; The Battle of Waterloo; The Congress of Vienna opens; Burke's Reflections.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 9.3**

Put in order, earliest first: The Battle of Waterloo; The Slavery Abolition Act; Napoleon dies on St. Helena; Wilberforce's first abolition speech.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 9.4**

Put in order, earliest first: Robespierre falls; Napoleon seizes power; Wilberforce's first abolition speech; The Slave Trade Act.

PART C · READING SOURCES

17. **10 pts** **Lesson 9.1**

Hosea writes, “For they have sown the wind, and they shall reap the whirlwind” (Hosea 8:7). (a) What does Hosea warn? (b) How did the Revolution sow the wind and reap the whirlwind? (c) Which revolutionary leaders reaped what they sowed?

PART C · READING SOURCES

18. **10 pts** **Lesson 9.2**

Solomon writes, “Pride goeth before destruction, and an haughty spirit before a fall” (Proverbs 16:18). (a) What comes before destruction? (b) How does this fit Napoleon’s invasion of Russia? (c) How did Napoleon himself compare his empire with Christ’s?

PART C · READING SOURCES

19. **10 pts** **Lesson 9.3**

Paul writes, “And let us not be weary in well doing: for in due season we shall reap, if we faint not” (Galatians 6:9). (a) What does Paul urge? (b) How did Wilberforce live this out? (c) What harvest did he see before he died?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 9.4**

Locate or describe: Paris, Versailles, the Vendée, Toulon, Austerlitz, Moscow, Elba, Waterloo and Vienna.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 9.4**

Final essay (500–600 words): “Two Revolutions.” Why did the American Revolution produce a lasting constitutional republic while the French Revolution produced the Terror and Napoleon? Use at least three primary sources.

ANSWER KEY

1. The Third Estate, the commoners.
2. In the nation.
3. About 17,000.
4. Retaking Toulon in 1793.
5. 1804.
6. A blockade of British trade.
7. John Newton.
8. Thomas Clarkson.
9. Wilberforce's circle of evangelical reformers.
10. Napoleon's return to power until his defeat in 1815.
11. Wellington.
12. Talleyrand.
13. Napoleon seizes power (1799); The invasion of Russia (1812); The Battle of Waterloo (1815); The Vienna settlement (1815).
14. Burke's Reflections (1790); The Congress of Vienna opens (1814); The Battle of Waterloo (1815); The Slavery Abolition Act (1833).
15. Wilberforce's first abolition speech (1789); The Battle of Waterloo (1815); Napoleon dies on St. Helena (1821); The Slavery Abolition Act (1833).
16. Wilberforce's first abolition speech (1789); Robespierre falls (1794); Napoleon seizes power (1799); The Slave Trade Act (1807).
17. (a) Those who sow folly reap disaster. (b) It cut off tradition and religion and unleashed violence, which became the Terror and war. (c) Danton, Robespierre and others who had sent many to the guillotine were themselves guillotined.
18. (a) Pride and a haughty spirit. (b) Confident in his genius, he marched into Russia and lost his army. (c) He reportedly said that Christ founded His empire on love, while he founded his on force, and his was gone.
19. (a) Not to grow weary in doing good, for the harvest will come. (b) He introduced bills year after year for twenty years despite defeats and attacks. (c) The end of the British slave trade in 1807 and the abolition of slavery in 1833.
20. Paris on the Seine; Versailles west of Paris; the Vendée, a region of western France south of the Loire; Toulon, a naval port on the Mediterranean; Austerlitz

(Slavkov) in Moravia, Czech Republic; Moscow in central Russia; Elba, an island off Tuscany; Waterloo, south of Brussels in Belgium; Vienna on the Danube.

21. Look for: English liberties and experience of self-government; the Declaration's Creator versus the Rights of Man's Supreme Being and general will; Burke's argument for inherited liberty; the war on the church and the Vendée; Rousseau and the Jacobins; checks and balances versus unchecked assemblies; Napoleon. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: CAPSTONE: TWO REVOLUTIONS, 1776 AND 1789

Write a 1,500-word research paper comparing the American and French revolutions: their causes, ideas, view of God and man, course and results. Use at least four primary sources, including the Declaration of Independence, the Declaration of the Rights of Man and Burke.

This paper pairs with the Composition 11 research paper and serves as the course capstone.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with “c.” used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The capstone	4: a clear thesis, strong comparison, four or more primary sources, careful judgment from Scripture. 3: thinner sources or comparison. 2: one-sided or unsourced. 1: missing.
Timeline and map	4: the unit’s pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 9 · REVOLUTION, NAPOLEON AND ABOLITION · LESSON 9.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

9.1 1789 and the Terror

OBJECTIVES

- Explain the causes of the French Revolution.
- Describe the events from 1789 to the Terror, including the war on the church and the Vendée.

- Explain Burke's critique of the Revolution.

> **Warm-up.** The French Revolution began with the cry "Liberty, Equality, Fraternity." Within five years thousands had been beheaded. How could that happen?

WATCH

The Reign of Terror: Part 1 of 2 (French Revolution: Part 7)

Tom Richey · 13:58

https://www.youtube.com/watch?v=IpYdbhpRDqQ

> **WHEN TO WATCH**
> With the Core idea on the Terror.

BACKUP VIDEO

What caused the French Revolution? - Tom Mullaney

TED-Ed · 5:39

https://www.youtube.com/watch?v=PBn7iWzrKoI

A second video for another session, or if the first will not play.

KEY TERMS

Estates-General
France's assembly of clergy, nobles and commoners, called in 1789

Declaration of the Rights of Man
the National Assembly's statement of August 1789

Vendée
the western region whose Catholic peasants rose in 1793 and were massacred

Bastille
the Paris fortress-prison stormed on 14 July 1789

Terror
the period of mass executions in 1793–1794

Causes. France was nearly bankrupt after its wars, including its support of the American Revolution. Taxes fell mostly on the Third Estate, commoners, while clergy and nobles were largely exempt. Bad harvests raised bread prices. Enlightenment ideas had spread. In 1789 Louis XVI called the **Estates-General** for the first time since 1614. The Third Estate declared itself the National Assembly.

1789. On 14 July 1789 a Paris crowd stormed the **Bastille**. In August the Assembly abolished feudal privileges and issued the **Declaration of the Rights of Man and of the Citizen**: men are born free and equal in rights, and "the principle of all sovereignty resides essentially in the nation." It placed its rights under "the auspices of the Supreme Being." In 1790 the Civil Constitution of the Clergy made priests state employees; most who refused the oath were driven out.

The Terror. War with Austria and Prussia began in 1792. The monarchy was abolished; in September mobs murdered over 1,000 prisoners, including some 200 priests. Louis XVI was guillotined in January 1793. The Jacobins under **Robespierre** set up the Committee of Public Safety and the **Terror**: about 17,000 were executed by courts, and many more died in prison. Churches were closed or turned into "Temples of Reason," and a new calendar abolished Sunday. Robespierre himself was guillotined in July 1794.

The Vendée and Burke. In 1793 the Catholic peasants of the **Vendée** rose against conscription and the persecution of their priests. The republic crushed them; "infernal columns" burned villages, and at Nantes prisoners were drowned in the Loire. Perhaps 150,000 or more died. Already in 1790 Edmund Burke, in *Reflections on the Revolution in France*, had predicted that abstract rights torn from tradition and religion would end in tyranny and a military dictator.

PICTURE STUDY



The Execution of Louis XVI, After Jacques François Joseph Swebach-Desfontaines, from the Tableaux historiques de la Révolution française, 1790s · Engraving · Musée Carnavalet, Paris, and other collections

Swebach-Desfontaines, Jacques François Joseph (Metz, 19–03–1769 - Paris, 10–02–1823), dess, CC0 (public domain dedication). Wikimedia Commons.

Louis XVI was guillotined on 21 January 1793 in what is now the Place de la Concorde. Prints of the scene circulated across Europe, horrifying many.

Look closely

- The guillotine raised high on the scaffold.
- The ranks of soldiers surrounding the square.

Talk about it

1. Compare this with the execution of Charles I in 1649. What is similar and different?
2. Why would this image frighten the kings of Europe?

PRIMARY SOURCE

The Rights of Man and Burke

Read the Declaration of the Rights of Man and of the Citizen (1789), articles 1–6 and 10 (in the Avalon Project at Yale), and Edmund Burke, *Reflections on the Revolution in France* (1790), passages on inherited liberty and on Marie Antoinette (free on Project Gutenberg). Then read Hosea 8:7 in the KJV.

Steps

1. Where does the Declaration place sovereignty?
2. How does its view of rights compare with the Declaration of Independence?
3. Why does Burke prefer inherited liberty to abstract rights?
4. What did Burke predict would follow?

Check your work

- ☐ In the nation
- ☐ Supreme Being versus Creator
- ☐ Tradition and experience
- ☐ A military dictator

TIMELINE AND MAP NOTEBOOK

1. Map: mark Paris, Versailles, Varennes, the Vendée, Nantes, Lyon and Toulon.
2. Timeline: 1789 Estates-General, Bastille, Rights of Man; 1790 Civil Constitution of the Clergy, Burke; 1791 flight to Varennes; 1792 war, September Massacres, republic; 1793 Louis executed, Vendée rising, Terror; 1794 Robespierre falls; 1795 Directory.

> **From history.** On 17 July 1794, sixteen Carmelite nuns of Compiègne went to the guillotine singing hymns. Ten days later Robespierre fell and the Terror ended.

> **Church history.** The Vendéan rebels wore the badge of the Sacred Heart of Jesus. Their leader Henri de La Rochejaquelein told his men, “If I advance, follow me; if I retreat, kill me; if I die, avenge me.”

SEE IT: INTERACTIVE.

Layered History Timeline: French Revolution

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy Why was France nearly bankrupt?

   ▼ **Show answer**

   Wars, including support of the American Revolution.

2. Easy When was the Bastille stormed?

   ▼ **Show answer**

   14 July 1789.

3. Medium What did the Civil Constitution of the Clergy do?

   ▼ **Show answer**

   Made priests state employees under oath.

4. Medium Who led the Committee of Public Safety?

   ▼ **Show answer**

   Robespierre.

5. Hard What replaced churches?

   ▼ **Show answer**

   Temples of Reason.

6. Challenge In four sentences, explain why the Vendée should be remembered.

   ▼ **Show answer**

   Sample: Ordinary Catholic peasants rose to defend their priests and faith. The republic crushed them with burned villages and mass drownings. Perhaps 150,000 or more died. It shows how a revolution in the name of liberty became a war on its own people.

COMMON MISTAKES

- Thinking the French Revolution was like the American. It attacked the church, abolished history and ended in terror and dictatorship.
- Thinking only nobles died in the Terror. Most victims were commoners, peasants and priests.

> **Scripture.** "For they have sown the wind, and they shall reap the whirlwind: it hath no stalk: the bud shall yield no meal: if so be it yield, the strangers shall swallow it up." (Hosea 8:7, KJV)
>
> The Revolution reaped the whirlwind.

UNIT 9 · REVOLUTION, NAPOLEON AND ABOLITION · LESSON 9.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

9.2 Napoleon

OBJECTIVES

- Describe Napoleon's rise to power.
- Describe his achievements: the Code, the Concordat and his victories.
- Explain his failure in Spain and Russia.

> **Warm-up.** Napoleon said, "Impossible is a word to be found only in the dictionary of fools." What does this tell you about him?

WATCH

History vs. Napoleon Bonaparte - Alex Gendler

TED-Ed · 5:22

https://www.youtube.com/watch?v=8aq_gRfmjgY

> **WHEN TO WATCH**
> After the Core ideas.

Note: TED-Ed stages a mock trial of Napoleon; weigh it against the sources.

BACKUP VIDEO

Ten Minute History - The French Revolution and Napoleon (Short Documentary)

History Matters · 9:59

https://www.youtube.com/watch?v=NeVJDd1XhIk

A second video for another session, or if the first will not play.

KEY TERMS

Napoleon Bonaparte
Corsican general who ruled France 1799–1814 and 1815

Napoleonic Code
the civil code of 1804 that organized French law

Concordat
Napoleon's 1801 agreement with the pope

Austerlitz
Napoleon's great victory over Austria and Russia in 1805

Continental System
Napoleon's blockade of British trade

CORE IDEAS

Rise. Napoleon Bonaparte, a Corsican artillery officer, won fame retaking Toulon (1793) and conquering northern Italy (1796–1797). In 1799 he seized power in a coup and became First Consul; in 1804 he crowned himself emperor in Notre-

Dame, with the pope present. Just as Burke had predicted, the revolution ended in a military dictator.

Achievements. The **Napoleonic Code** (1804) gave France one law: equality before the law, property rights and careers open to talent, but reduced rights for wives. The **Concordat** (1801) restored the Catholic Church in France under state control. He founded the Bank of France and the lycées. Napoleon said, "Religion is the mystery of the social order," valuing it for order rather than truth.

Conquest. Napoleon won brilliant victories: **Austerlitz** (1805) over Austria and Russia, Jena (1806) over Prussia. He ended the Holy Roman Empire (1806) and placed his brothers on thrones. But Nelson destroyed the French fleet at Trafalgar (1805), ending invasion plans against Britain. Napoleon tried to starve Britain of trade through the **Continental System**. In 1808 he put his brother on the Spanish throne; the Spanish rose in a cruel guerrilla war, aided by Wellington's British army.

Russia and fall. In 1812 Napoleon invaded Russia with about 600,000 men. The Russians retreated, burned Moscow and waited for winter. Fewer than 100,000 made it back. Europe united against him; beaten at Leipzig (1813), he abdicated in 1814 and was exiled to Elba. In 1815 he escaped and returned for a Hundred Days. Napoleon admired Christ; he is reported to have said at St. Helena that Christ founded His empire on love, while Alexander, Caesar and he founded theirs on force.

PICTURE STUDY



Napoleon Crossing the Alps, Jacques-Louis David, 1801 · Oil on canvas · Château de Malmaison and other versions (Charlottenburg, Versailles, Belvedere)

Jacques-Louis David, public domain. Wikimedia Commons.

David painted Napoleon crossing the Great St. Bernard Pass in 1800. In fact Napoleon crossed on a mule in fair weather; he asked to be painted "calm on a fiery horse."

Look closely

- The names carved in the rocks: Hannibal and Charlemagne.
- The billowing cloak and rearing horse.

Talk about it

1. What message did Napoleon want this painting to send?
2. Compare it with Paul Delaroche's 1850 painting of Napoleon on a mule. Which is truer?

PRIMARY SOURCE

Napoleon's Letters and Maxims

Read selected letters of Napoleon (to Josephine, and to his brother Joseph on governing Spain) (Classics Library) and five of *Napoleon's Maxims of War* (Classics Library). Then read Proverbs 16:18 in the KJV.

Steps

1. What does Napoleon advise Joseph about ruling a conquered people?
2. What do the maxims say about the importance of speed and concentration?
3. What character traits appear in his letters?
4. How does Proverbs 16:18 sum up his career?

Check your work

- ☐ Force and firmness
- ☐ Speed and concentration
- ☐ Energy, pride
- ☐ Pride before a fall

TIMELINE AND MAP NOTEBOOK

1. Map: shade Napoleon's empire and dependent states in 1812; mark Toulon, Marengo, Austerlitz, Trafalgar, Jena, Madrid, Moscow, Leipzig and Elba.
2. Timeline: 1769 Napoleon born; 1793 Toulon; 1796–1797 Italy; 1798 Egypt; 1799 coup; 1801 Concordat; 1804 Code and coronation; 1805 Trafalgar and Austerlitz; 1806 Holy Roman Empire ends; 1808 Spain; 1812 Russia; 1813 Leipzig; 1814 Elba.

> **From history.** At his coronation in 1804 Napoleon took the crown from the pope's hands and crowned himself, showing that he owed his power to no one.

> **Church history.** Napoleon imprisoned Pope Pius VII from 1809 to 1814 when the pope excommunicated him. The pope, freed, later sheltered Napoleon's family in Rome.

PRACTICE

1. Easy Where was Napoleon born?

   ▼ **Show answer**

   Corsica.

2. Easy When did he seize power?

   ▼ **Show answer**

   1799.

3. Medium What was the Napoleonic Code?

   ▼ **Show answer**

   France’s civil code of 1804.

4. Medium What happened at Trafalgar?

   ▼ **Show answer**

   Nelson destroyed the French fleet.

5. Hard Where did a guerrilla war weaken Napoleon?

   ▼ **Show answer**

   Spain.

6. Challenge In four sentences, explain why the Russian campaign failed.

   ▼ **Show answer**

   Sample: The Russians retreated and would not fight a decisive battle. They burned Moscow, leaving no supplies. Winter, hunger and disease destroyed the army. Fewer than one in six returned.

COMMON MISTAKES

- Thinking Napoleon was short. He was about 5 feet 7 inches, average for his time; the confusion came from French inches and British cartoons.
- Thinking Napoleon spread liberty. He spread legal equality but ruled as a dictator, censored the press and conquered other nations.

> **Scripture.** “Pride goeth before destruction, and an haughty spirit before a fall.” (Proverbs 16:18, KJV)
>
> Pride went before Napoleon’s fall.

UNIT 9 · REVOLUTION, NAPOLEON AND ABOLITION · LESSON 9.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

9.3 Wilberforce and 1807

OBJECTIVES

- Describe William Wilberforce’s conversion and calling.
- Explain the campaign against the slave trade.
- Describe the Abolition Act of 1807 and the end of slavery in the British Empire.

> **Warm-up.** Wilberforce wrote in his diary in 1787: “God Almighty has set before me two great objects, the suppression of the Slave Trade and the Reformation of Manners.” What would it take to accomplish them?

WATCH

War and the Origins of the Abolition Movement - Professor Alec Ryrie

Gresham College · 4:26

https://www.youtube.com/watch?v=ygbc2QZRxPY

> **WHEN TO WATCH**
> With the Core idea on the abolition campaign.

Note: A short clip from a Gresham College lecture by the historian Alec Ryrie on how the abolition movement began. The backup asks why abolition began in the English-speaking world.

BACKUP VIDEO

A History of European Abolition: An English Language Phenomenon? - Professor Alec Ryrie

Gresham College · 3:19

https://www.youtube.com/watch?v=FpMGE1gX87g

A second video for another session, or if the first will not play.

KEY TERMS

William Wilberforce

English member of Parliament (1759–1833) who led the fight against the slave trade

abolition

the ending of the slave trade or of slavery itself

Slavery Abolition Act

the 1833 law freeing slaves in most of the British Empire

Clapham Sect

the circle of evangelical reformers around Wilberforce

Slave Trade Act

the 1807 law abolishing the British slave trade

Conversion. William Wilberforce, rich, witty and elected to Parliament at twenty-one, was converted to Christ in 1785. He thought of leaving politics, but John Newton, the former slave-ship captain, urged him to serve God in Parliament. In 1787, encouraged by William Pitt and Thomas Clarkson, he took up the cause of the slave trade.

The campaign. Clarkson gathered evidence from ships and sailors; the Quakers organized; Josiah Wedgwood made a medallion of a kneeling slave asking, "Am I not a man and a brother?" Hundreds of thousands boycotted slave-grown sugar and signed petitions. In 1789 Wilberforce made his first great speech in the Commons, three and a half hours long, describing the Middle Passage. He later recalled his resolve after studying the evidence: "Let the consequences be what they would, I from this time determined that I would never rest till I had effected its abolition."

Defeat and victory. Wilberforce introduced abolition bills almost every year. West Indian planters, ship owners and fears stirred by the French Revolution and the Haitian slave revolt defeated them. Wilberforce was attacked and threatened. The **Clapham Sect**, his circle of friends, supported him with money, writing and prayer. On 23 February 1807 the Commons passed the **Slave Trade Act** 283 to 16, while members cheered Wilberforce, who sat weeping.

Slavery ended. The Royal Navy's West Africa Squadron then hunted slave ships, freeing about 150,000 Africans. In 1833, three days before Wilberforce died, Parliament passed the **Slavery Abolition Act**, freeing some 800,000 slaves in most of the British Empire, with £20 million in compensation paid to owners. The United States banned its trade in 1808, but slavery there lasted until 1865.

PICTURE STUDY



“Am I Not a Man and a Brother?”, Josiah Wedgwood, modeled by William Hackwood, 1787 · Jasperware medallion · Museum of Fine Arts, Boston; British Museum and others

Josiah Wedgwood, CC0 (public domain dedication). Wikimedia Commons.

Wedgwood, a Unitarian potter, made thousands of these medallions and gave them away. People wore them as brooches and hairpins, making abolition a fashion.

Look closely

- The kneeling figure with raised, chained hands.
- The question around the edge.

Talk about it

1. Why is it phrased as a question?
2. How did a small object help change a nation’s mind?

PRIMARY SOURCE

Wilberforce's Speech of 1789

Read William Wilberforce's speech to the House of Commons, 12 May 1789, on the horrors of the Middle Passage (in the Internet History Sourcebooks or *The Parliamentary History of England*, free online). Then read Galatians 6:9 and Micah 6:8 in the KJV.

Steps

1. How does Wilberforce describe the Middle Passage?
2. Whom does he blame, and how does he include himself?
3. What did he resolve after hearing the evidence?
4. How does Galatians 6:9 fit his twenty-year campaign?

Check your work

- ☐ Misery beyond imagining
- ☐ We are all guilty
- ☐ Never rest till abolition
- ☐ Do not faint

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1759 Wilberforce born; 1780 elected to Parliament; 1785 conversion; 1787 abolition committee and his calling; 1789 first speech; 1791 bill defeated; 1791 Haitian revolt; 1797 Practical View; 1807 Slave Trade Act; 1808 U.S. ban; 1833 Abolition Act and Wilberforce's death.
2. Map: mark London, Liverpool, Bristol, the West Indies, Sierra Leone and the routes patrolled by the West Africa Squadron.

> **From history.** The Clapham Sect also founded Sierra Leone as a home for freed slaves, the Church Missionary Society and the British and Foreign Bible Society.

> **Church history.** John Wesley's last letter, written in 1791, encouraged Wilberforce: "Unless the divine power has raised you up to be as Athanasius against the world, I see not how you can go through your glorious enterprise."

SEE IT: INTERACTIVE.

Layered History Timeline: William Wilberforce

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy When was Wilberforce converted?

   ▼ **Show answer**

   1785.

2. Easy What two objects did God set before him?

   ▼ **Show answer**

   The suppression of the slave trade and the reformation of manners.

3. Medium What did Wedgwood's medallion ask?

   ▼ **Show answer**

   Am I not a man and a brother?

4. Medium Why were his early bills defeated?

   ▼ **Show answer**

   Planters, shipowners, and fears from the French and Haitian revolutions.

5. Hard When was the Slave Trade Act passed?

   ▼ **Show answer**

   1807.

6. Challenge In four sentences, explain how the abolitionists changed public opinion.

   ▼ **Show answer**

   Sample: Clarkson gathered hard evidence of the trade's cruelty. The Brookes diagram and Wedgwood's medallion made the evil visible. Hundreds of thousands boycotted sugar and signed petitions. Parliament eventually followed the public conscience.

COMMON MISTAKES

- Thinking abolition was quick or easy. It took twenty years for the trade and forty-six for slavery itself.
- Thinking only Christians or only Wilberforce ended the trade. Quakers, freed Africans like Equiano, and many others worked with him.

> **Scripture.** “And let us not be weary in well doing: for in due season we shall reap, if we faint not.” (Galatians 6:9, KJV)
>
> Wilberforce did not faint.

UNIT 9 · REVOLUTION, NAPOLEON AND ABOLITION · LESSON 9.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

9.4 Waterloo and Vienna (1815)

OBJECTIVES

- Describe Napoleon’s Hundred Days and the Battle of Waterloo.
- Explain the Congress of Vienna and its settlement.
- Review the course: how Europe changed from 1400 to 1815.

> **Warm-up.** Wellington called Waterloo “the nearest-run thing you ever saw in your life.” What does it mean for history to turn on a single day?

WATCH

Why wasn't France carved up after Napoleon was defeated? (Short Animated Documentary)

History Matters · 3:46

https://www.youtube.com/watch?v=-5fIH8iKh2s

> **WHEN TO WATCH**
> With the Core idea on Vienna.

BACKUP VIDEO

Why was Napoleon exiled instead of being executed? (Short Animated Documentary)

History Matters · 2:56

https://www.youtube.com/watch?v=T9VqAjLhT4Y

A second video for another session, or if the first will not play.

KEY TERMS

Hundred Days
Napoleon's return from Elba to his final defeat (March–June 1815)

Waterloo
the battle of 18 June 1815 where Napoleon was finally defeated

Wellington
Arthur Wellesley, Duke of Wellington, British commander

Congress of Vienna
the peace conference of 1814–1815

balance of power
an arrangement in which no single state can dominate

CORE IDEAS

The Hundred Days. In March 1815 Napoleon escaped from Elba and landed in France. Troops sent to arrest him joined him instead, and he entered Paris as Louis

XVIII fled. The allies declared him an outlaw and gathered their armies. Napoleon marched into Belgium to strike them before they could combine.

Waterloo. On 18 June 1815 Napoleon attacked **Wellington**'s army of British, Dutch, Belgian and German troops near **Waterloo**. All day the French attacked; British squares held against cavalry charges. In the afternoon Blücher's Prussians arrived on the French flank. The final attack of Napoleon's Imperial Guard was thrown back, and the French army broke. About 50,000 men were killed or wounded. Napoleon was exiled to St. Helena in the South Atlantic, where he died in 1821.

Vienna. At the **Congress of Vienna** (1814–1815) Austria's Metternich, Britain's Castlereagh, Russia's Alexander I, Prussia and France's Talleyrand redrew the map. They restored legitimate monarchs, ringed France with stronger neighbors, created a German Confederation and sought a **balance of power**. They also condemned the slave trade. Alexander proposed a Holy Alliance of Christian monarchs. The settlement brought a century without a general European war, until 1914.

The course in review. In 1400 Europe was Christendom, one church under the pope, with kings and feudal lords. By 1815 it had been changed by the Renaissance, the Reformation, the voyages, the Scientific Revolution, the Enlightenment and two revolutions. The Gospel had reached every continent; the Bible was printed in common tongues; ideas of natural rights, constitutional government and abolition had taken root, many from Christian soil. The Modern course takes up the story in 1815.

PICTURE STUDY



The Battle of Waterloo, William Sadler II, c. 1815 · Oil on canvas · Several versions

William Sadler, public domain. Wikimedia Commons.

Sadler, an Irish painter, made many versions of Waterloo soon after the battle for a public eager to see the victory.

Look closely

- The lines and squares of infantry.
- The smoke that hid much of the field from the commanders.

Talk about it

1. What would be hard to see or know in such a battle?
2. Why were paintings of Waterloo so popular in Britain?

PRIMARY SOURCE

Wellington's Dispatch

Read the Duke of Wellington's Waterloo dispatch of 19 June 1815 (free online, for example in the Napoleon Series or Wikisource), and his remark that "nothing except a battle lost can be half so melancholy as a battle won." Then read Psalm 46:9–10 in the KJV.

Steps

1. How does Wellington describe the battle in his dispatch?
2. How does he credit the Prussians?
3. What does he say about the losses?
4. How does Psalm 46:9 speak to the peace that followed?

Check your work

- ☐ A hard-fought day
- ☐ Blücher's timely arrival
- ☐ Grief at the cost
- ☐ He maketh wars to cease

TIMELINE AND MAP NOTEBOOK

1. Map: draw Europe in 1815 after the Congress of Vienna, marking the German Confederation, the Kingdom of the Netherlands, Russian Poland, Austrian Italy and restored France.
2. Course timeline: choose ten dates from all nine units, 1400–1815, and explain in one sentence why each matters.

> **From history.** The phrase "to meet one's Waterloo" for a final defeat comes from this battle.

> **Church history.** In 1816 the American Bible Society was founded, following the British and Foreign Bible Society (1804). The century after Waterloo became the greatest age of Christian missions.

PRACTICE

1. Easy From where did Napoleon escape in 1815?

   ▼ **Show answer**

   Elba.

2. Easy When was Waterloo?

   ▼ **Show answer**

   18 June 1815.

3. Medium Who arrived with the Prussians?

   ▼ **Show answer**

   Blücher.

4. Medium Who represented Austria at Vienna?

   ▼ **Show answer**

   Metternich.

5. Hard What was the goal of the settlement?

   ▼ **Show answer**

   A balance of power.

6. Challenge In four sentences, explain the goals of the Congress of Vienna.

   ▼ **Show answer**

   Sample: The allies wanted to prevent another Napoleon. They restored legitimate monarchs. They surrounded France with stronger states. They created a balance of power that kept general peace for a century.

COMMON MISTAKES

- Thinking Wellington won Waterloo alone. The Prussians' arrival was decisive, and half his army was not British.
- Thinking the Congress of Vienna simply turned back the clock. It kept many changes and created a lasting balance of power.

> **Scripture.** “He maketh wars to cease unto the end of the earth; he breaketh the bow, and cutteth the spear in sunder; he burneth the chariot in the fire.” (Psalm 46:9, KJV)
>
> God makes wars to cease.

WEEK 16

Midterm Exam

Covers Units 1–4. Time: 90 minutes.

Closed book. One hundred points. Part D may be written in a second sitting.

PART A · TERMS AND PEOPLE

1. 2 pts **Lesson 1.1**

   Who painted the Trinity fresco about 1427?

PART A · TERMS AND PEOPLE

2. 2 pts **Lesson 1.1**

   What is a patron?

PART A · TERMS AND PEOPLE

3. 2 pts **Lesson 1.1**

   Who wrote the Lives of the Artists?

PART A · TERMS AND PEOPLE

4. 2 pts **Lesson 1.2**

   What did men say about Erasmus and Luther?

PART A · TERMS AND PEOPLE

5. 2 pts **Lesson 1.2**

   Where was Erasmus from?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 1.3**

What does virtù mean in Machiavelli?

PART A · TERMS AND PEOPLE

7. **2 pts** **Lesson 2.1**

What happened at Lagos in 1444?

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 2.1**

What killed many of his sailors?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 2.2**

When did he die?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 2.3**

Where did Pizarro seize Atahualpa?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 2.3**

What did the New Laws of 1542 do?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 2.4**

What were the reducciones?

PART A · TERMS AND PEOPLE

13. **2 pts** **Lesson 3.1**

When did Luther send the Ninety-five Theses?

PART A · TERMS AND PEOPLE

14. **2 pts** **Lesson 3.2**

What is Calvin's great book?

PART A · TERMS AND PEOPLE

15. **2 pts** **Lesson 3.2**

Name two teachings of Schleitheim.

PART A · TERMS AND PEOPLE

16. **2 pts** **Lesson 3.2**

What happened at Münster in 1534–1535?

PART A · TERMS AND PEOPLE

17. **2 pts** **Lesson 3.4**

What is Session VI?

PART A · TERMS AND PEOPLE

18. **2 pts** **Lesson 4.1**

What wrecked many Spanish ships?

PART A · TERMS AND PEOPLE

19. **2 pts** **Lesson 4.2**

Which Swedish king intervened in 1630?

PART A · TERMS AND PEOPLE

20. **2 pts** **Lesson 4.4**

What did Louis revoke in 1685?

PART B · DATES AND ORDER

21. **5 pts**

Put in order, earliest first: Granada falls and Columbus sails; The New Laws; The Battle of Lepanto; Columbus dies.

PART B · DATES AND ORDER

22. **5 pts**

Put in order, earliest first: Zurich adopts the Reformation; Da Gama reaches India; Cosimo de' Medici takes control of Florence; The English Civil War begins.

PART B · DATES AND ORDER

23. **5 pts**

Put in order, earliest first: The English Civil War begins; Lorenzo the Magnificent begins to rule; Granada falls and Columbus sails; The revocation of the Edict of Nantes.

PART B · DATES AND ORDER

24. **5 pts**

Put in order, earliest first: Servetus is burned at Geneva; The Spanish Inquisition is founded; The first Book of Common Prayer; Luther sends the Ninety-five Theses.

PART C · READING SOURCES

25. **10 pts** **Lesson 4.4**

Samuel warned Israel about kings: "He will take your fields, and your vineyards, and your oliveyards, even the best of them" (1 Samuel 8:14). (a) What did Samuel warn a king would do? (b) How does this fit absolutism? (c) How does it compare with Bossuet's use of Scripture?

PART C · READING SOURCES

26. **10 pts** **Lesson 2.3**

God made man "in his own image … male and female created he them" (Genesis 1:27). (a) What does this verse teach about the Indians? (b) How did Sepúlveda's argument deny it in practice? (c) How did Las Casas apply it?

PART D · ESSAY

27. **20 pts**

Essay (500–600 words): Was the Reformation chiefly a religious movement or a political one? Use Luther, Calvin, the English Reformation and the wars of religion, and at least three primary sources.

ANSWER KEY

1. Masaccio.
2. One who pays for and supports artists and scholars.
3. Giorgio Vasari.
4. Erasmus laid the egg that Luther hatched.
5. Rotterdam, in the Low Countries.
6. The skill and boldness a ruler needs.
7. Captured Africans were divided and sold in the open.
8. Scurvy.
9. 1506.
10. Cajamarca.
11. Limited the encomienda.
12. Jesuit mission towns for the Guaraní in Paraguay.
13. 31 October 1517.
14. The Institutes of the Christian Religion.
15. Believers' baptism, separation from the world, refusing the sword or oaths (any two).
16. Radical Anabaptists seized the city and set up a kingdom until it was retaken.
17. Trent's decree on justification (1547).
18. Storms off Scotland and Ireland.
19. Gustavus Adolphus.
20. The Edict of Nantes.
21. Granada falls and Columbus sails (1492); Columbus dies (1506); The New Laws (1542); The Battle of Lepanto (1571).
22. Cosimo de' Medici takes control of Florence (1434); Da Gama reaches India (1498); Zurich adopts the Reformation (1523); The English Civil War begins (1642).
23. Lorenzo the Magnificent begins to rule (1469); Granada falls and Columbus sails (1492); The English Civil War begins (1642); The revocation of the Edict of Nantes (1685).

24. The Spanish Inquisition is founded (1478); Luther sends the Ninety-five Theses (1517); The first Book of Common Prayer (1549); Servetus is burned at Geneva (1553).
25. (a) Take the people's best property for himself and his servants. (b) Absolute kings taxed and conscripted without consent. (c) Bossuet stressed the honor due to kings, but Samuel shows God also warned of kingly tyranny.
26. (a) They bear God's image as fully as any Spaniard. (b) By calling them natural slaves fit only to be ruled. (c) He argued that they were true men with reason and souls, to be taught by love and not enslaved.
27. Look for: justification by faith and the authority of Scripture; Luther at Worms; Calvin's Geneva; Henry VIII's motives and the faith of Tyndale, Cranmer and Latimer; Trent; the wars and Westphalia; fair judgment. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

YEAR END

Final Exam

Covers Units 5–9. Time: 90 minutes.

Closed book. One hundred points. Part D may be written in a second sitting.

PART A · TERMS AND PEOPLE

1. 2 pts **Lesson 5.1**

   Was Galileo tortured?

PART A · TERMS AND PEOPLE

2. 2 pts **Lesson 5.2**

   What does the General Scholium argue?

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 5.3**

What did Bacon's New Atlantis inspire?

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 5.4**

Whom does the Memorial call God?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 6.1**

What college was founded in 1636?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 6.2**

Which hymn did former slave-ship captain John Newton write?

PART A · TERMS AND PEOPLE

7. **2 pts** **Lesson 6.3**

Name a college founded in the Awakening.

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 6.4**

When were the 26 martyrs crucified?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 6.4**

What did the Tokugawa do in 1614?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 6.4**

Which Mughal persecuted Hindus and Sikhs?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 7.1**

When did Locke publish the Second Treatise?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 7.2**

What is deism?

PART A · TERMS AND PEOPLE

13. **2 pts** **Lesson 7.3**

Which revolutionaries claimed his ideas?

PART A · TERMS AND PEOPLE

14. **2 pts** **Lesson 7.4**

What gives rise to the division of labor?

PART A · TERMS AND PEOPLE

15. **2 pts** **Lesson 8.1**

What rights does the Declaration name?

PART A · TERMS AND PEOPLE

16. **2 pts** **Lesson 8.4**

What did Washington warn against?

PART A · TERMS AND PEOPLE

17. **2 pts** **Lesson 9.2**

Where was he first exiled?

PART A · TERMS AND PEOPLE

18. **2 pts** **Lesson 9.3**

When was slavery abolished in most of the British Empire?

PART A · TERMS AND PEOPLE

19. **2 pts** **Lesson 9.4**

What did British squares withstand?

PART A · TERMS AND PEOPLE

20. **2 pts** **Lesson 9.4**

What did Alexander I propose?

PART B · DATES AND ORDER

21. **5 pts**

Put in order, earliest first: Trafalgar and Austerlitz; Jamestown is founded; Rousseau is honored in the Panthéon; The Social Contract and Émile.

PART B · DATES AND ORDER

22. **5 pts**

Put in order, earliest first: Hobbes's Leviathan; Wilberforce's conversion; Robespierre falls; The General Scholium.

PART B · DATES AND ORDER

23. **5 pts**

Put in order, earliest first: Smith becomes commissioner of customs; Pascal builds his calculator; Galileo's Starry Messenger; The Slave Trade Act.

PART B · DATES AND ORDER

24. **5 pts**

Put in order, earliest first: Galileo is tried and sentenced; Rousseau is honored in the Panthéon; Washington's Farewell Address; Adam Smith dies.

PART C · READING SOURCES

25. **10 pts** **Lesson 9.4**

The psalmist writes, "He maketh wars to cease unto the end of the earth; he breaketh the bow, and cutteth the spear in sunder" (Psalm 46:9). (a) Who makes wars cease? (b) How might Europeans of 1815 have read this verse? (c) Why is any human peace, even Vienna's, only partial?

PART C · READING SOURCES

26. **10 pts** **Lesson 5.1**

The psalmist writes, “The heavens declare the glory of God; and the firmament sheweth his handywork” (Psalm 19:1). (a) What do the heavens declare? (b) How could this verse encourage astronomy? (c) How did Galileo use the idea of two books?

PART D · ESSAY

27. **20 pts**

Essay (500–600 words): Two Revolutions. Compare the American Revolution of 1776 and the French Revolution of 1789: their causes, their principles, their treatment of religion and their results. Use at least three primary sources.

ANSWER KEY

1. No; he was shown the instruments but not tortured.
2. That the solar system's order shows a wise and powerful Creator.
3. The Royal Society.
4. God of Abraham, Isaac and Jacob, not of the philosophers; God of Jesus Christ.
5. Harvard.
6. Amazing Grace.
7. Princeton, Brown or Dartmouth.
8. 5 February 1597.
9. Banned Christianity.
10. Aurangzeb.
11. 1689.
12. Belief in a Creator who does not intervene or reveal Himself.
13. The Jacobins.
14. The propensity to truck, barter and exchange.
15. Life, Liberty and the pursuit of Happiness.
16. Faction and permanent foreign alliances.
17. Elba.
18. 1833.
19. French cavalry charges.
20. A Holy Alliance of Christian monarchs.
21. Jamestown is founded (1607); The Social Contract and Émile (1762); Rousseau is honored in the Panthéon (1794); Trafalgar and Austerlitz (1805).
22. Hobbes's Leviathan (1651); The General Scholium (1713); Wilberforce's conversion (1785); Robespierre falls (1794).
23. Galileo's Starry Messenger (1610); Pascal builds his calculator (1642); Smith becomes commissioner of customs (1778); The Slave Trade Act (1807).
24. Galileo is tried and sentenced (1633); Adam Smith dies (1790); Rousseau is honored in the Panthéon (1794); Washington's Farewell Address (1796).
25. (a) God. (b) After twenty-three years of war, they thanked God for peace. (c) Human hearts remain sinful, so peace treaties break down; only Christ's

kingdom brings lasting peace.

26. (a) The glory of God. (b) Studying the heavens means studying God's handiwork. (c) He said Scripture and nature both come from God, so rightly read they cannot conflict.
27. Look for: the Declaration and the Rights of Man; the Constitution and Bill of Rights; Burke; the Terror and the Vendée; Napoleon; Washington's Farewell Address on religion and morality; fair judgment. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)