HISTORY · GRADES 9–12 · ONE SCHOOL YEAR

Modern History: Industry, Empire, World War and the Cold War (1815–1991)

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

FIRST EDITION

Course guide

Modern History is the last of four high school history courses at School Launch. It runs from the Congress of Vienna in 1815 to the end of the Soviet Union on 26 December 1991: the age of steam and railways, nations and empires, the greatest missionary expansion in history, two world wars, the totalitarian states and the long Cold War.

Every lesson reads primary sources: Douglass, Lincoln, Grant, Marx (read critically), Spurgeon and Moody, Churchill, Brittain, Bonhoeffer, ten Boom, Solzhenitsyn, King and John Paul II. 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 course is factual throughout and ends in December 1991; it does not discuss present-day politics. It names evil plainly, the slave system, Leopold's Congo, the Armenian genocide, the Gulag, the Holocaust, and honors those who resisted it, very often Christians acting from conviction.

> 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 12. Assumes a student who reads well and can write an essay; the earlier history courses are helpful but not required. Pairs with Composition 12 and its senior thesis.

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 Industrial Revolution

Steam, cotton and iron; railways, cities and the working family; Christian reformers; Marx and the ideologies.

- **1.1** Steam, Cotton and Iron
- **1.2** Railways, Cities and the Working Family
- **1.3** Christian Reformers
- **1.4** Marx and the Ideologies

UNIT 2 · WEEKS 5–8

Nations, 1815–1871

Restoration and 1848; Italian unification; Bismarck and Germany; Bolívar and Latin American independence.

- **2.1** Restoration and 1848
- **2.2** Italian Unification
- **2.3** Bismarck
- **2.4** Bolívar and Latin American Independence

UNIT 3 · WEEKS 9–12

America Divided and Reunited

Slavery and the road to war; Lincoln and the Civil War; Reconstruction; industrial America and revival.

3.1 Slavery and the Road to War

3.2 Lincoln and the Civil War

3.3 Reconstruction

3.4 Industrial America and Revival

UNIT 4 · WEEKS 13–16

Missions and the New Imperialism

The great century of missions; the scramble for Africa; the Opium Wars and Meiji Japan; the Raj.

4.1 The Great Century of Missions

4.2 The Scramble for Africa

4.3 The Opium Wars and Meiji Japan

4.4 The Raj

UNIT 5 · WEEKS 17–20

The Great War

Causes of the Great War; the Western Front; Gallipoli, Arabia and the Armenian genocide; Versailles.

5.1 Causes

5.2 The Western Front

5.3 Gallipoli, Arabia and the Armenian Genocide

5.4 Versailles

UNIT 6 · WEEKS 21–24

The Age of the Dictators

Lenin and 1917; Stalin, the Holodomor and the Gulag; Mussolini and the Depression; Hitler and the Confessing Church.

6.1 1917 and Lenin

6.2 Stalin: the Holodomor and the Gulag

6.3 Mussolini and the Depression

6.4 Hitler and the Confessing Church

UNIT 7 · WEEKS 25–28

The Second World War

The road to war; the war in Europe; the Pacific; the Holocaust, the Righteous and Nuremberg.

7.1 The Road to War, 1933–39

7.2 Europe

7.3 The Pacific

7.4 The Holocaust, the Righteous and Nuremberg

UNIT 8 · WEEKS 29–32

The Cold War I, 1945–1962

The Iron Curtain; Mao and Korea; India and Israel; Sputnik and Cuba.

8.1 The Iron Curtain

8.2 Mao and Korea

8.3 India (1947) and Israel (1948)

8.4 Sputnik and Cuba (1962)

UNIT 9 · WEEKS 33–36

The Cold War II and Its End, 1963–1991

Vietnam; civil rights and their Christian roots; John Paul II and the persecuted church; 1989–1991.

9.1 Vietnam, 1954–75

9.2 Civil Rights and Their Christian Roots, 1954–68

9.3 John Paul II, Poland and the Persecuted Church

9.4 1989–1991

How dates are given

All dates in this course are A.D. Rulers and leaders are given with the years they held office.

Primary sources and the Classics Library

Readings are linked free where they exist in the Classics Library, among them Douglass, Grant's Memoirs, Spurgeon, Testament of Youth, The Cost of Discipleship and the Letter from Birmingham Jail. Other readings, such as Churchill's speeches, are public documents linked from official archives.

How this course treats the twentieth century

The course teaches what happened, in the words of those who were there. Marx and the totalitarian ideologies are read critically, from their own texts, and judged by their fruits and by Scripture. The story stops at the end of 1991, so that history is not confused with current events.

Where this course fits

It follows Early Modern History and pairs with Composition 12, whose senior thesis can serve as the capstone of this course.

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, Asia, Africa and the world

Printable maps are fine.

The Classics Library

Free online; most readings are there.

Corrie ten Boom, The Hiding Place

Optional, for Unit 7; widely available in libraries.

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 Industrial Revolution

Between about 1760 and 1850 Britain changed more than it had in a thousand years. Steam engines, cotton mills, iron works and railways multiplied wealth and moved millions from the fields into crowded towns. Families worked long hours in mills and mines, and children worked with them. Christians led many of the reforms that followed, while new thinkers, Karl Marx above all, offered godless answers that would shape the next century.

Students read Adam Smith's heirs and critics in their own words: the Sadler Committee, Lord Shaftesbury, George Müller, William Booth, Spurgeon, Marx, John Stuart Mill and Pope Leo XIII.

PREREQUISITES

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

MASTERY CHECKLIST

- ☐ I can explain why the Industrial Revolution began in Britain and name its key inventions.
- ☐ I can describe the effects of factories and railways on cities and working families.
- ☐ I can describe the work of Christian reformers such as Shaftesbury, Müller, Raikes and Booth.
- ☐ I can summarize Marx's claims and judge them by Scripture and by their fruits.
- ☐ I can compare socialism, liberalism and the Christian social teaching of the time.

LESSONS IN THIS UNIT

1.1	**Steam, Cotton and Iron**	Four sessions, 30–50 minutes each
1.2	**Railways, Cities and the Working Family**	Four sessions, 30–50 minutes each
1.3	**Christian Reformers**	Four sessions, 30–50 minutes each
1.4	**Marx and the Ideologies**	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 natural resources that helped Britain.

PART A · TERMS AND PEOPLE

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

   What did Arkwright build at Cromford?

PART A · TERMS AND PEOPLE

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

   Which clergyman invented the power loom?

PART A · TERMS AND PEOPLE

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

   Which locomotive won the Rainhill Trials?

PART A · TERMS AND PEOPLE

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

   How many miles of track did Britain have by 1850?

PART A · TERMS AND PEOPLE

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

   What did the Ten Hours Act of 1847 do?

PART A · TERMS AND PEOPLE

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

   Which reformer carried the Mines Act of 1842?

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 1.3**

   About how many children did Ragged Schools teach?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 1.3**

What book did William Booth write in 1890?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 1.4**

Who wrote the Manifesto with Marx?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 1.4**

What is the proletariat?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 1.4**

What did Rerum Novarum defend?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 1.1**

Put in order, earliest first: Watt’s steam engine patent; The first effective Factory Act; Rerum Novarum; The Booths begin their East London mission.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 1.2**

Put in order, earliest first: Raikes begins Sunday schools; Darby smelts iron with coke; The Salvation Army is named; Müller’s first orphan house.

PART B · DATES AND ORDER

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

Put in order, earliest first: Arkwright’s Cromford mill; The first effective Factory Act; The spinning jenny; The Communist Manifesto.

PART B · DATES AND ORDER

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

Put in order, earliest first: Rerum Novarum; The spinning jenny; Müller's first orphan house; The Communist Manifesto.

PART C · READING SOURCES

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

God said to Adam, "In the sweat of thy face shalt thou eat bread, till thou return unto the ground" (Genesis 3:19). (a) What does this verse say about work after the Fall? (b) How did machines lighten or worsen the sweat of work? (c) Why can no invention remove the curse entirely?

PART C · READING SOURCES

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

James writes, "Behold, the hire of the labourers who have reaped down your fields, which is of you kept back by fraud, crieth: and the cries of them which have reaped are entered into the ears of the Lord of sabaoth" (James 5:4). (a) Whom does God hear? (b) How does this apply to the mill workers of 1832? (c) What does it teach employers in any age?

PART C · READING SOURCES

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

James writes, "Pure religion and undefiled before God and the Father is this, To visit the fatherless and widows in their affliction, and to keep himself unspotted from the world" (James 1:27). (a) What two things make up pure religion? (b) Which reformer most clearly "visited the fatherless"? (c) Why do both parts of the verse matter?

PART D · MAP AND ESSAY

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

Locate or describe: Manchester, Liverpool, Birmingham, Leeds, Newcastle, London, the Black Country and the route of the Liverpool and Manchester Railway.

PART D · MAP AND ESSAY

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

Essay (400–500 words): Did the Industrial Revolution make life better or worse for ordinary families between 1800 and 1850? Use the Sadler testimony, a Christian reformer and at least one other primary source.

ANSWER KEY

1. Coal and iron ore.
2. A water-powered cotton mill, the model factory.
3. Edmund Cartwright.
4. Stephenson's Rocket.
5. Over 6,000.
6. Limited women and young people to ten hours a day.
7. Lord Shaftesbury.
8. About 300,000.
9. In Darkest England and the Way Out.
10. Friedrich Engels.
11. The industrial working class.
12. Private property, a just wage and workers' associations.
13. Watt's steam engine patent (1769); The first effective Factory Act (1833); The Booths begin their East London mission (1865); Rerum Novarum (1891).
14. Darby smelts iron with coke (1709); Raikes begins Sunday schools (1780); Müller's first orphan house (1836); The Salvation Army is named (1878).
15. The spinning jenny (c. 1764); Arkwright's Cromford mill (1771); The first effective Factory Act (1833); The Communist Manifesto (1848).
16. The spinning jenny (c. 1764); Müller's first orphan house (1836); The Communist Manifesto (1848); Rerum Novarum (1891).
17. (a) Work became toil and hardship because of sin. (b) Machines multiplied output and eased some labor, but factory hours and conditions were often harsh. (c) The curse comes from sin, which machines cannot cure; only Christ redeems.
18. (a) Laborers who are cheated of their wages. (b) God heard the cries of overworked, beaten and underpaid children and families. (c) To pay fair wages and treat workers justly, because God sees and judges.
19. (a) Caring for orphans and widows in their trouble, and keeping oneself pure from the world. (b) George Müller, with his orphan homes (also Spurgeon's Stockwell Orphanage). (c) Faith shows itself in love for the helpless and in holiness; one without the other is incomplete.

20. Manchester in Lancashire, the center of cotton spinning; Liverpool, its port on the Mersey; Birmingham in the Midlands, center of metal trades; Leeds in Yorkshire, center of woolens; Newcastle on the Tyne in the northeast coalfield; London on the Thames; the Black Country, the iron and coal district west of Birmingham; the Liverpool and Manchester Railway (1830) ran about 31 miles between the two cities.
21. Look for: rising output, cheaper cloth and goods, railways; long hours, child labor, slums and disease; the Factory Acts and Christian reform; the slow rise of real wages after the 1840s; a judgment that weighs both and rests on Scripture (work is good, the laborer is worthy of his hire, the weak must be protected). Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: A THREE-GENERATION WORK HISTORY

Interview three generations of your family or friends (for example, a grandparent, a parent and yourself or a sibling) about the work they have done: their first job, hours, wages, skills, tools and how work fitted with family and church. Record and transcribe the key answers.

Write a 600-word report comparing the three generations with the factory families described in the Sadler testimony of 1832. What has changed, what has stayed the same, and what does Scripture say about work and rest?

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 interviews	4: three full interviews, accurately transcribed, with a thoughtful comparison to 1832. 3: thinner interviews or comparison. 2: one or two interviews only. 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 INDUSTRIAL REVOLUTION · LESSON 1.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

1.1 Steam, Cotton and Iron

OBJECTIVES

- Explain why the Industrial Revolution began in Britain.
- Describe the key inventions in textiles, steam power and iron.

- Explain the factory system and its effect on work.

> **Warm-up.** In 1750 nearly all cloth in the world was spun and woven by hand at home. By 1850 Lancashire mills made more cotton cloth than the rest of the world together. What would have to change for that to happen?

WATCH

Horsepower: James Watt and the Transition from Horse to Steam

The History Guy: History Deserves to Be Remembered · 12:06

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

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

Note: The History Guy on James Watt and the move from horse power to steam.

KEY TERMS

Industrial Revolution
the shift from hand work at home to machine production in factories, beginning in Britain about 1760

water frame
Richard Arkwright's water-powered spinning machine (1769)

factory system
gathering workers and machines under one roof, with set hours and supervision

spinning jenny
James Hargreaves' multi-spindle spinning machine (c. 1764)

steam engine
a machine turning the force of steam into motion; James Watt's improved engine was patented in 1769

CORE IDEAS

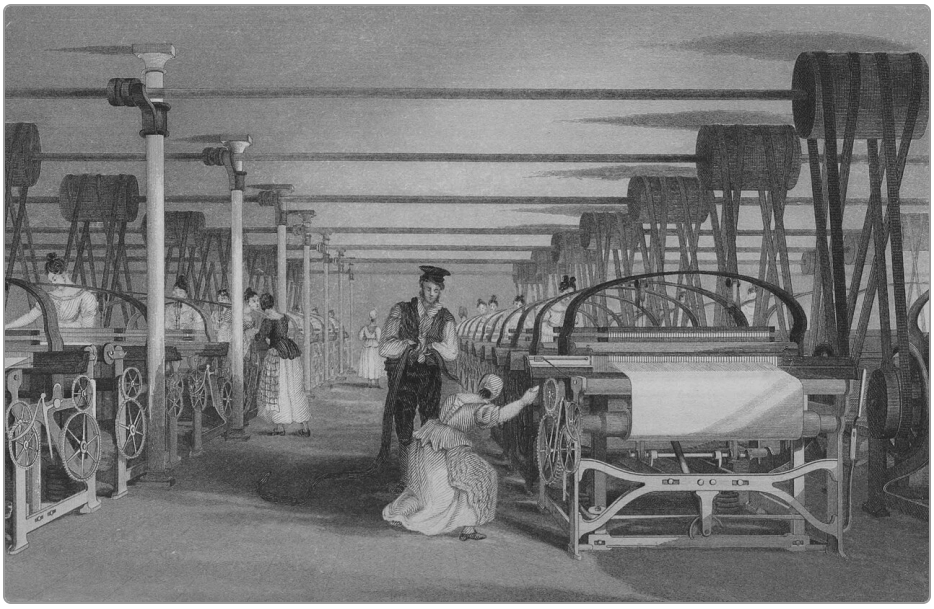
Why Britain? Britain had coal and iron ore close together, rivers and canals, a large merchant fleet, colonies and markets, and banks willing to lend. It had stable government after 1688, secure property and patents that rewarded inventors. An agricultural revolution (better crops, enclosure, new breeds) fed a growing population and freed workers for other trades. Many inventors and manufacturers were Dissenters, Quakers and Methodists, shut out of the universities and public office but trained to thrift and hard work.

Cotton. The cotton trade led the way. John Kay's flying shuttle (1733) sped weaving; Hargreaves' **spinning jenny** (c. 1764), Arkwright's **water frame** (1769) and Samuel Crompton's mule (1779) multiplied spinning. Edmund Cartwright, a clergyman, invented the power loom (1785). Arkwright's mill at Cromford (1771) was the model of the **factory system**: hundreds of workers, many of them children, working to the bell around water-driven machines.

Steam and iron. Thomas Newcomen's engine (1712) pumped water from mines. James Watt's separate condenser (patented 1769), built with Matthew Boulton at Birmingham, made the **steam engine** efficient enough to drive mills anywhere, not only beside rivers. Abraham Darby had learned to smelt iron with coke at Coalbrookdale (1709); Henry Cort's puddling process (1784) made wrought iron cheap. The Iron Bridge over the Severn (1779) showed what the new iron could do.

A new kind of work. Under the factory system workers no longer set their own pace at home. They walked to the mill at dawn, worked twelve to fourteen hours to the clock and the overseer, and were fined for lateness. Output soared and cloth became cheap enough for the poor to buy. But skilled hand-loom weavers were ruined, and some, the Luddites (1811–1816), smashed machines. Scripture honors work (Genesis 2:15) and also sets a limit: one day in seven belongs to rest.

PICTURE STUDY



Power Loom Weaving, Thomas Allom, engraved by James Tingle, 1835 · Engraving, from Edward Baines, *History of the Cotton Manufacture in Great Britain* · Published in London; many library copies

Illustrator T. Allom, Engraver J. Tingle, public domain. Wikimedia Commons.

Baines, a Leeds newspaper editor, wrote the first history of the cotton industry. Allom's engraving shows a weaving shed of the 1830s, run by belts from a single steam engine.

Look closely

- The overhead shafts and belts carrying power to every loom.
- The workers, mostly women, and the man who supervises them.

Talk about it

1. What does the picture suggest about the pace of work?
2. Compare this with spinning and weaving by hand at home. What was gained and what was lost?

PRIMARY SOURCE

Andrew Ure, The Philosophy of Manufactures

Read the opening pages of Andrew Ure, *The Philosophy of Manufactures* (1835), where he praises the factory as a vast automaton (free on the Internet Archive). Then read Genesis 2:15 and Exodus 20:9–10 in the KJV.

Steps

1. How does Ure describe the factory?
2. What does he think of the workers' place in it?
3. What does he leave out?
4. How do Genesis 2:15 and the fourth commandment speak to factory work?

Check your work

- ☐ A vast automaton
- ☐ They serve the machine
- ☐ Hours, children and health
- ☐ Work is good; rest is commanded

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1709 Darby smelts iron with coke; 1712 Newcomen engine; 1733 flying shuttle; c. 1764 spinning jenny; 1769 water frame and Watt's patent; 1771 Cromford mill; 1779 Iron Bridge and Crompton's mule; 1785 power loom; 1811–1816 Luddites.
2. Map: on a map of Britain, mark the coalfields, Manchester, Cromford, Coalbrookdale, Birmingham and the main canals.

> **From history.** Josiah Wedgwood, the potter who made the abolition medallion, was also a pioneer of the factory and of canal building.

> **Church history.** John Wesley preached to miners and mill workers for fifty years. His rule, "Gain all you can, save all you can, give all you can," shaped the Methodist workers and masters of the new industrial towns.

PRACTICE

1. Easy About when did the Industrial Revolution begin in Britain?

   ▼ **Show answer**

   About 1760.

2. Easy Who invented the spinning jenny?

   ▼ **Show answer**

   James Hargreaves.

3. Medium What did Watt's separate condenser do?

   ▼ **Show answer**

   Made the steam engine efficient enough to power mills.

4. Medium Who were the Luddites?

   ▼ **Show answer**

   Workers who smashed machines in 1811–1816.

5. Hard Why did many inventors come from Dissenting churches?

   ▼ **Show answer**

   They were shut out of universities and office and were trained to thrift and hard work.

6. Challenge In four sentences, describe how the factory changed work.

   ▼ **Show answer**

   Sample: Work moved from the home to the mill. Workers kept the clock's hours, often twelve to fourteen a day, under an overseer. Goods became cheap and plentiful. But skilled hand workers were ruined, and children worked long hours beside machines.

COMMON MISTAKES

- Thinking the Industrial Revolution happened suddenly. It grew over a century, and hand work lasted alongside machines for decades.
- Thinking machines alone explain it. Coal, capital, law, markets and a working people trained to thrift all mattered.

INTERACTIVE: TAKE APART A STEAM ENGINE

A 3D model of a Boulton and Watt beam engine, following the Lap engine of 1788, in eleven short steps: the boiler, steam chest and slide valve, double-acting cylinder, separate condenser, beam and parallel motion, sun and planet gears and flywheel, centrifugal governor and horsepower, then take it apart and put it back. Run it, change the load and watch the governor hold the speed. Tap or hover over any part for its name. Works on a phone or a computer.

> **Scripture.** “And the LORD God took the man, and put him into the garden of Eden to dress it and to keep it.” (Genesis 2:15, KJV)
>
> Work was given before the Fall.

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

1.2 Railways, Cities and the Working Family

OBJECTIVES

- Describe the coming of the railways and their effects.
- Describe living and working conditions in the industrial towns.
- Explain the Sadler Committee and the Factory Acts.

> **Warm-up.** In 1830 the fastest way across England was a horse. By 1850 a train could cover in five hours what a coach took two days to do. How would that change a country?

WATCH

8th October 1829: Stephenson's Rocket wins Rainhill Trials for the Liverpool & Manchester Railway

HistoryPod · 2:22

https://www.youtube.com/watch?v=Gf2UeF04VS4

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

Note: HistoryPod on the Rainhill Trials of 1829; the backup is the opening of the Liverpool and Manchester Railway in 1830.

BACKUP VIDEO

15th September 1830: MP William Huskisson dies at the opening of the Liverpool & Manchester Railway

HistoryPod · 2:53

https://www.youtube.com/watch?v=448SwjQN_tU

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

KEY TERMS

Rocket

George and Robert Stephenson's locomotive, winner of the Rainhill Trials (1829)

urbanization

the movement of people from the countryside into towns and cities

Sadler Committee

the parliamentary committee of 1832 that took testimony on child labor in mills

Factory Acts

laws limiting the hours and conditions of factory work, beginning in 1833

Ten Hours Act

the 1847 law limiting women and young people to ten hours a day

CORE IDEAS

Railways. George Stephenson's Stockton and Darlington Railway opened in 1825. In 1829 his **Rocket** won the Rainhill Trials, and in 1830 the Liverpool and Manchester Railway, the first intercity line run entirely by steam, opened. By 1850 Britain had over 6,000 miles of track. Railways cheapened coal and food, carried letters and newspapers overnight, set standard time and spread to Europe, America and India.

The new towns. Manchester grew from about 25,000 people in 1772 to over 300,000 by 1850. Workers crowded into back-to-back houses without drains; whole families lived in one room or a cellar. Cholera came in 1832 and 1848. In some industrial districts a laborer's average age at death was under twenty, because so many children died. Still, many came because wages in the mills were higher than on the farm.

The working family. Children of seven or eight worked in mills and mines. Small children crawled under moving machines to tie threads or worked in the dark opening ventilation doors underground. In 1832 Michael Sadler, an evangelical Tory, chaired a committee of Parliament that heard workers describe sixteen-hour days, beatings to keep children awake and crippled limbs. Elizabeth Bentley, who began mill work at six, told how she was "strapped" for falling behind.

Reform. The **Factory Act** of 1833 banned work under age nine in textile mills, limited the hours of children and appointed inspectors to enforce it. The Mines Act (1842) barred women and boys under ten from underground work. The **Ten Hours Act** (1847) limited women and young people to ten hours a day. Real wages for most workers began to rise after the 1840s. The reforms came through Parliament, pressed by evangelicals and working men together.

PICTURE STUDY



Rain, Steam and Speed: The Great Western Railway, J. M. W. Turner, 1844 · Oil on canvas · National Gallery, London

J. M. W. Turner, public domain. Wikimedia Commons.

Turner painted a Great Western Railway train crossing the Maidenhead Bridge over the Thames. He was nearly seventy, and he caught the speed of the new age in swirling light and mist.

Look closely

- The dark front of the locomotive coming out of the mist.
- A small hare running ahead of the train on the track.

Talk about it

1. Does Turner seem to celebrate the train or fear it? What clues do you see?
2. Why might a hare be in the picture?

PRIMARY SOURCE

The Sadler Committee Testimony (1832)

Read the testimony of Elizabeth Bentley and Matthew Crabtree before the Sadler Committee (1832), in the Internet History Sourcebooks or the British Library's online collection. Then read Matthew 19:14 and James 5:4 in the KJV.

Steps

1. At what age did the witnesses begin work, and how long were their hours?
2. How were children kept awake?
3. What happened to their health?
4. How do Matthew 19:14 and James 5:4 judge what they describe?

Check your work

- ☐ Six to eight; up to sixteen hours
- ☐ Strapping and beating
- ☐ Crippled, sick, deformed
- ☐ Christ welcomes children; God hears the cheated laborer

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1825 Stockton and Darlington; 1829 Rainhill Trials; 1830 Liverpool and Manchester Railway; 1832 Sadler Committee and cholera; 1833 Factory Act; 1842 Mines Act; 1847 Ten Hours Act; 1848 cholera and Public Health Act.
2. Map: draw the main railway lines of England in 1850 from London to Birmingham, Manchester, Liverpool, York and Bristol.

> **From history.** The Liverpool and Manchester opening of 1830 brought the first famous railway death: William Huskisson, a member of Parliament, was struck by the Rocket.

> **Church history.** Many working families first learned to read in Sunday schools, which taught reading from the Bible on the one free day of the week. By 1850 some two million children attended them.

PRACTICE

1. Easy What was the first railway to use steam locomotives for public traffic?

   ▼ **Show answer**

   The Stockton and Darlington, 1825.

2. Easy When did the Liverpool and Manchester Railway open?

   ▼ **Show answer**

   1830.

3. Medium What disease struck the towns in 1832 and 1848?

   ▼ **Show answer**

   Cholera.

4. Medium What did the Mines Act of 1842 do?

   ▼ **Show answer**

   Barred women and boys under ten from underground work.

5. Hard Why did people move to the mill towns?

   ▼ **Show answer**

   Mill wages were higher than farm wages.

6. Challenge In four sentences, explain how the railways changed Britain.

   ▼ **Show answer**

   Sample: Railways carried coal, food and goods cheaply and fast. People could travel and send letters overnight. Towns grew along the lines and standard time was set. The railway spread British engineering to the whole world.

COMMON MISTAKES

- Thinking all workers were worse off than before. Many earned more than on the farm, but towns were crowded and dangerous, and children suffered most.
- Thinking the government did nothing. Parliament passed a series of Factory, Mines and Public Health Acts from 1833 on.

> **Scripture.** “But Jesus said, Suffer little children, and forbid them not, to come unto me: for of such is the kingdom of heaven.” (Matthew 19:14, KJV)
>
> Christ welcomed children.

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

1.3 Christian Reformers

OBJECTIVES

- Describe the work of Lord Shaftesbury, Robert Raikes, George Müller and William Booth.
- Explain how evangelical faith drove social reform.
- Read and evaluate a sermon by Charles Spurgeon.

> **Warm-up.** Charles Dickens wrote about the misery of London’s poor. Who went into the slums to do something about it?

WATCH

Lord Shaftesbury - Everyone A Child Should Know

10ofthose · 2:38

https://www.youtube.com/watch?v=BOdceccw8Is

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

Note: A short life of Lord Shaftesbury. The backup is the Torchlighters animated story of George Müller (about 30 minutes; made for younger viewers).

BACKUP VIDEO

The Torchlighters: The George Müller Story (2019)

Vision Video · 30:18

https://www.youtube.com/watch?v=B7jUlzZtyEQ

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

KEY TERMS

Lord Shaftesbury
Anthony Ashley Cooper, 7th Earl of Shaftesbury (1801–1885), evangelical reformer in Parliament

Ragged Schools
free schools for the poorest children, championed by Shaftesbury

George Müller
Bristol pastor (1805–1898) who cared for over 10,000 orphans without asking anyone for money

Salvation Army
the mission founded by William and Catherine Booth in 1865, named in 1878

Charles Spurgeon
Baptist preacher in London (1834–1892), the "Prince of Preachers"

CORE IDEAS

Shaftesbury. Robert Raikes of Gloucester had begun Sunday schools for poor children in 1780. Fifty years later **Lord Shaftesbury**, a convinced evangelical, made the poor his life's work in Parliament. He took up the Ten Hours cause after Sadler, carried the Mines Act of 1842, fought for the climbing boys sent up chimneys and for the insane in asylums, and chaired the **Ragged Schools** Union, which taught some 300,000 children. At his funeral in 1885 the streets were lined with the poor he had served.

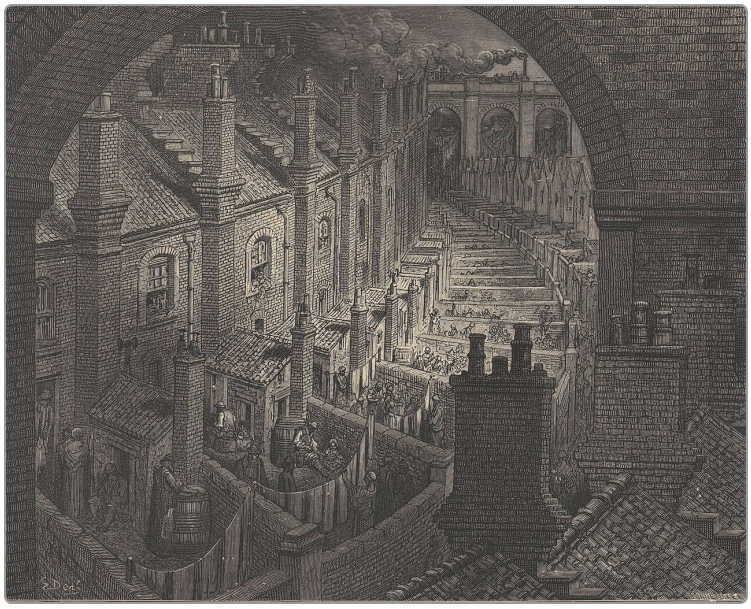
Müller. George Müller, a German who became a pastor in Bristol, opened an orphan house in 1836. He resolved never to ask anyone but God for money, to show that God answers prayer. By his death in 1898 his homes on Ashley Down had cared for over 10,000 orphans, and he had received about £1.5 million, all unasked. His journals record morning after morning when there was no food and gifts arrived in time.

The Booths. William Booth, a Methodist preacher, and his wife Catherine began preaching in London's East End in 1865. Their Christian Mission became the **Salvation Army** in 1878, with uniforms, bands and ranks, and spread worldwide. Booth's *In Darkest England and the Way Out* (1890) proposed shelters, labor colonies

and job bureaus. The Army fed the hungry and fought drink, while always preaching that the poor need Christ first.

Spurgeon. Charles Haddon Spurgeon preached to some 5,000 people every Sunday at the Metropolitan Tabernacle from 1861. Besides preaching, he founded the Stockwell Orphanage, almshouses and a college for pastors. Spurgeon held that the Gospel changes hearts and changed hearts change homes and towns. The reformers did not think kindness could replace conversion, nor conversion excuse neglect.

PICTURE STUDY



Over London by Rail, Gustave Doré, 1872 · Wood engraving, from *London: A Pilgrimage* by Blanchard Jerrold · Published in London; many library copies

Gustave Doré, public domain. Wikimedia Commons.

The French artist Doré toured London with the writer Blanchard Jerrold in 1869–1871. This view shows working families' houses packed below a railway viaduct.

Look closely

- The tiny yards crowded with people and laundry.
- The train passing overhead, above it all.

Talk about it

1. What does the picture suggest about health and privacy in these homes?
2. Why might Doré place the railway above the houses?

PRIMARY SOURCE

Spurgeon on the Poor

Read one sermon of Charles Spurgeon on care for the poor or the fatherless, for example from the Spurgeon selected sermons in the Classics Library. Then read a page of George Müller's *Narrative of Some of the Lord's Dealings with George Müller* (free online). Read James 1:27 and Micah 6:8 in the KJV.

Steps

1. What does Spurgeon say a Christian owes the poor?
2. Where does he put the Gospel in relation to good works?
3. What does Müller's journal show about his method?
4. How do James 1:27 and Micah 6:8 sum up the reformers' work?

Check your work

- ☐ Compassion and help
- ☐ First, as the root of good works
- ☐ Prayer, not appeals for money
- ☐ Pure religion; justice and mercy

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1780 Raikes' Sunday schools; 1836 Müller's first orphan house; 1842 Mines Act; 1844 Ragged School Union; 1861 Metropolitan Tabernacle; 1865 Booths' East London mission; 1878 Salvation Army named; 1885 Shaftesbury dies; 1890 In Darkest England.
2. Map: mark Gloucester, Bristol (Ashley Down), London's East End and the Metropolitan Tabernacle at Elephant and Castle.

> **From history.** The Shaftesbury Memorial Fountain in Piccadilly Circus, London (1893), topped by the winged figure Londoners call Eros, was built in his memory to stand for selfless love.

> **Church history.** Catherine Booth, the "Mother of the Salvation Army," defended women's preaching in a pamphlet of 1859 and preached to large crowds herself.

PRACTICE

1. Easy Who began Sunday schools in Gloucester in 1780?

   ▼ **Show answer**

   Robert Raikes.

2. Easy What were Ragged Schools?

   ▼ **Show answer**

   Free schools for the poorest children.

3. Medium Where were Müller's orphan homes?

   ▼ **Show answer**

   Ashley Down, Bristol.

4. Medium When was the Salvation Army named?

   ▼ **Show answer**

   1878.

5. Hard Where did Spurgeon preach from 1861?

   ▼ **Show answer**

   The Metropolitan Tabernacle in London.

6. Challenge In four sentences, explain why Müller's orphanages are remembered.

   ▼ **Show answer**

   Sample: Müller cared for over 10,000 orphans in Bristol. He never asked anyone for money, only God in prayer. His journals record many answers to prayer, with food and gifts arriving just in time. His work showed the world a living faith in a God who provides.

COMMON MISTAKES

- Thinking the reformers only gave charity. They also changed laws: Shaftesbury's Acts protected millions.
- Thinking evangelicals cared only about souls. They believed the Gospel and good works go together.

> **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)
>
> Do justly, love mercy, walk humbly.

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

1.4 Marx and the Ideologies

OBJECTIVES

- Summarize the main claims of the Communist Manifesto.
- Compare liberalism, socialism and the Christian social teaching of the nineteenth century.
- Judge Marx’s ideas by Scripture and by their results.

> **Warm-up.** In 1848 two young Germans wrote, “The history of all hitherto existing society is the history of class struggles.” Is that how history works?

WATCH

Communism

Khan Academy · 15:03

https://www.youtube.com/watch?v=MmRgMAZyYN0

> **WHEN TO WATCH**
> After the Core idea on Marx; a longer video, so it may be split over two sessions.

Note: Khan Academy's overview of communist theory. The backup is Tom Richey on the nineteenth-century "isms."

BACKUP VIDEO

19th Century Isms

Tom Richey · 25:00

https://www.youtube.com/watch?v=sWvtr6HYhtU

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

KEY TERMS

Karl Marx

German philosopher (1818–1883), author with Friedrich Engels of the Communist Manifesto

class struggle

Marx's claim that all history is a war between owning and working classes

proletariat

Marx's term for the industrial working class

liberalism

in the nineteenth century, the belief in individual liberty, free trade and limited government

Rerum Novarum

Pope Leo XIII's letter of 1891 on capital and labor

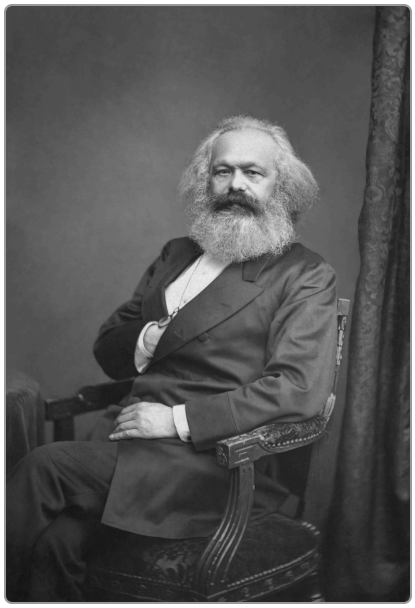
Marx. Karl Marx was born in Trier in 1818 to a family that had left Judaism for Lutheranism; as a student he became an atheist. He and Friedrich Engels, a mill owner's son who had described Manchester's slums, published the *Communist Manifesto* in 1848. Marx spent most of his life in London writing *Capital* (1867), supported by Engels.

The claims. The *Manifesto* says that all history is **class struggle**; that the bourgeoisie (owners) exploit the **proletariat** (workers); that capitalism will collapse; and that workers must seize power by force, abolish private property, and set up a classless society. It calls religion, morality and the family tools of the ruling class. Marx wrote elsewhere that religion "is the opium of the people." The *Manifesto* ends: "The proletarians have nothing to lose but their chains."

Other answers. Liberals such as John Stuart Mill (*On Liberty*, 1859) defended free speech, free trade and limited government, though Mill set aside Christianity. Reform-minded socialists sought change by votes rather than revolution. Christian social teaching answered Marx most directly: in *Rerum Novarum* (1891) Pope Leo XIII defended private property as natural, condemned class war, and insisted that employers pay a just wage and that workers may form associations.

Judging Marx. Marx described real suffering, but his root error was about man and God. He denied the Creator, made sin a matter of economic class rather than the heart, and taught that a party could remake human nature by force. Where his followers took power in the twentieth century, they abolished property, persecuted the church and killed tens of millions. Scripture teaches that property may be lawfully owned (Exodus 20:15), that the worker is worthy of his hire, and that the root of evil is in every heart (Jeremiah 17:9).

PICTURE STUDY



Karl Marx, John Jabez Edwin Mayall, 1875 · Photograph · International Institute of Social History, Amsterdam, and other collections

John Jabez Edwin Mayall, public domain. Wikimedia Commons.

Mayall, a London portrait photographer, took this picture of Marx when he was fifty-seven. It became the image most used by Communist governments in the twentieth century.

Look closely

- The formal pose of a respectable Victorian gentleman.
- The full beard that made his image instantly recognized.

Talk about it

1. Why might a revolutionary movement want an image of its founder everywhere?
2. What does it mean that this photograph was later hung in offices and schools across half the world?

PRIMARY SOURCE

The Communist Manifesto and Rerum Novarum

Read Part I of the Communist Manifesto (1848), read critically, and paragraphs 15–20 of Leo XIII's *Rerum Novarum* (1891), on the Vatican website. Optional: chapter 2 of Mill's On Liberty. Then read Exodus 20:15 and Psalm 14:1 in the KJV.

Steps

1. How does Marx describe history?
2. What does he say must happen to private property?
3. How does Leo XIII answer the idea of class war?
4. What do Exodus 20:15 and Psalm 14:1 say about Marx's system?

Check your work

- ☐ A history of class struggles
- ☐ It must be abolished
- ☐ Classes need each other; justice and charity
- ☐ Property is protected; denying God is folly

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1818 Marx born; 1845 Engels' Condition of the Working Class; 1848 Communist Manifesto; 1859 Mill's On Liberty; 1864 First International; 1867 Capital; 1883 Marx dies; 1891 Rerum Novarum.
2. Chart: make a three-column chart comparing liberalism, Marxism and Christian social teaching on God, man, property, the family and the state.

> **From history.** Only about a dozen people attended Marx's funeral at Highgate Cemetery in London in 1883.

> **Church history.** Abraham Kuyper, the Dutch Reformed theologian, gave his address "The Problem of Poverty" in 1891, the same year as Rerum Novarum, urging Christians to answer socialism with justice for workers grounded in God's law.

PRACTICE

1. Easy Where and when was Marx born?

   ▼ **Show answer**

   Trier, Germany, in 1818.

2. Easy When was the Communist Manifesto published?

   ▼ **Show answer**

   1848.

3. Medium What did Marx say must be abolished?

   ▼ **Show answer**

   Private property.

4. Medium What did Mill defend in On Liberty?

   ▼ **Show answer**

   Free speech and individual liberty.

5. Hard Who wrote Rerum Novarum and when?

   ▼ **Show answer**

   Pope Leo XIII in 1891.

6. Challenge In four sentences, compare Marx with Rerum Novarum.

   ▼ **Show answer**

   Sample: Both saw the suffering of industrial workers. Marx called for class war and the abolition of property. Leo XIII defended property as natural and taught that owners and workers need each other. He called for just wages and charity, grounded in God's law rather than revolution.

COMMON MISTAKES

- Thinking Marx simply wanted to help the poor. He called for violent revolution, the abolition of property and the end of religion.
- Thinking Christians had no answer. Evangelical reformers, Rerum Novarum and Kuyper all answered him.

> **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)
>
> Paul’s rule for work.

UNIT 2

Nations, 1815–1871

The Congress of Vienna tried to hold Europe together under its old kings. But two new forces, nationalism and liberalism, kept breaking through: in the revolutions of 1830 and 1848, in the making of Italy, and above all in Bismarck’s new German Empire, proclaimed in 1871. Across the Atlantic, Spain’s American empire broke into a dozen republics under Bolívar and San Martín.

Students read Metternich, Mazzini, Garibaldi, Bismarck’s “Blood and Iron” speech and Bolívar’s Jamaica Letter.

PREREQUISITES

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

MASTERY CHECKLIST

- ☐ I can explain the Concert of Europe and the revolutions of 1830 and 1848.
- ☐ I can describe the unification of Italy and the parts of Cavour, Garibaldi and Mazzini.
- ☐ I can explain how Bismarck united Germany through three wars, 1864–1871.
- ☐ I can describe Latin American independence and the work of Bolívar and San Martín.
- ☐ I can explain nationalism and judge it by Scripture.

LESSONS IN THIS UNIT

2.1 Restoration and 1848 — Four sessions, 30–50 minutes each

2.2	**Italian Unification**	Four sessions, 30–50 minutes each
2.3	**Bismarck**	Four sessions, 30–50 minutes each
2.4	**Bolívar and Latin American Independence**	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**
   Who led the Concert system?

PART A · TERMS AND PEOPLE

2. **2 pts** **Lesson 2.1**
   What did nationalists believe?

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 2.1**
   What lasting gain came in Austria in 1848?

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 2.2**
   What did Mazzini found in 1831?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 2.2**
   Why did Piedmont join the Crimean War?

PART A · TERMS AND PEOPLE

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

When did Italy gain Venetia?

PART A · TERMS AND PEOPLE

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

What is Realpolitik?

PART A · TERMS AND PEOPLE

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

Which country lost Schleswig and Holstein in 1864?

PART A · TERMS AND PEOPLE

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

Where and when was the German Empire proclaimed?

PART A · TERMS AND PEOPLE

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

Who were the peninsulares?

PART A · TERMS AND PEOPLE

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

Where did Bolívar write his famous letter?

PART A · TERMS AND PEOPLE

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

Where did Bolívar and San Martín meet?

PART B · DATES AND ORDER

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

Put in order, earliest first: Napoleon III becomes emperor; The German Empire is proclaimed; Bolívar's Jamaica Letter; The Battle of Königgrätz.

PART B · DATES AND ORDER

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

Put in order, earliest first: The Battle of Königgrätz; The July Revolution in Paris; The German Empire is proclaimed; The Battle of Sedan.

PART B · DATES AND ORDER

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

Put in order, earliest first: The July Revolution in Paris; The Kingdom of Italy is proclaimed; Bolívar's Jamaica Letter; The Battle of Ayacucho.

PART B · DATES AND ORDER

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

Put in order, earliest first: Mazzini founds Young Italy; Garibaldi and the Thousand; The German Empire is proclaimed; Bolívar's Jamaica Letter.

PART C · READING SOURCES

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

The psalmist writes, "Put not your trust in princes, nor in the son of man, in whom there is no help" (Psalm 146:3). (a) What warning does the psalm give? (b) How did both Metternich and the revolutionaries of 1848 put their trust in men? (c) Where should a nation place its hope?

PART C · READING SOURCES

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

Jesus said, "Render therefore unto Cæsar the things which are Cæsar's; and unto God the things that are God's" (Matthew 22:21). (a) What two duties does Jesus name? (b) How did the Roman Question test this teaching? (c) Did the church lose or gain spiritually by losing Rome as a kingdom? Explain.

PART C · READING SOURCES

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

The prophet writes, "Not by might, nor by power, but by my spirit, saith the LORD of hosts" (Zechariah 4:6). (a) What does God say His work depends on? (b) How does this contrast with "blood and iron"? (c) What happened to Bismarck's empire within fifty years?

PART D · MAP AND ESSAY

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

Locate or describe: Vienna, Piedmont-Sardinia, Rome, the Kingdom of the Two Sicilies, Prussia, Schleswig-Holstein, Sedan, Versailles and Gran Colombia.

PART D · MAP AND ESSAY

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

Essay (400–500 words): Was nationalism a force for good or for harm between 1815 and 1871? Use Italy, Germany and Latin America, and at least two primary sources.

ANSWER KEY

1. Metternich of Austria.
2. Each people should have its own state.
3. The end of serfdom.
4. Young Italy.
5. To win a seat at the peace conference and allies.
6. 1866.
7. Politics based on power and interest, not ideals.
8. Denmark.
9. In the Hall of Mirrors at Versailles, 18 January 1871.
10. Spaniards born in Spain who held high office.
11. Jamaica.
12. Guayaquil.
13. Bolívar's Jamaica Letter (1815); Napoleon III becomes emperor (1852); The Battle of Königgrätz (1866); The German Empire is proclaimed (1871).
14. The July Revolution in Paris (1830); The Battle of Königgrätz (1866); The Battle of Sedan (1870); The German Empire is proclaimed (1871).
15. Bolívar's Jamaica Letter (1815); The Battle of Ayacucho (1824); The July Revolution in Paris (1830); The Kingdom of Italy is proclaimed (1861).
16. Bolívar's Jamaica Letter (1815); Mazzini founds Young Italy (1831); Garibaldi and the Thousand (1860); The German Empire is proclaimed (1871).
17. (a) Not to rely on rulers or any man to save. (b) Metternich trusted kings and police; the revolutionaries trusted the people and their parliaments; both failed. (c) In God, who rules the nations.
18. (a) Duty to the state and duty to God. (b) The pope was both a spiritual leader and an earthly king, and the two were tangled together. (c) Many later judged it a gain: freed from ruling a state, the papacy could speak as a spiritual voice.
19. (a) Not human strength but His Spirit. (b) Bismarck trusted military power to build a nation. (c) It was defeated in 1918, the emperor fled, and the empire fell.
20. Vienna on the Danube, capital of Austria; Piedmont-Sardinia in northwest Italy with its capital at Turin; Rome in central Italy, held by the pope until 1870; the Two Sicilies in southern Italy and Sicily, capital Naples; Prussia across northern

Germany, capital Berlin; Schleswig-Holstein at the base of the Danish peninsula; Sedan in northeastern France near Belgium; Versailles west of Paris; Gran Colombia, Bolívar's republic covering today's Colombia, Venezuela, Ecuador and Panama.

21. Look for: freedom from foreign rule and shared language and history; Mazzini's idealism; Garibaldi's volunteers; Bismarck's wars and "blood and iron"; the seizure of the Papal States; Bolívar's hopes and disappointments; a judgment from Scripture (God made the nations, Acts 17:26, but a nation is not a god). Score: content 8, sources 6, judgment 3, writing 3.

> Printable answer key (PDF, for the parent)

UNIT PROJECT: MAPS OF UNIFICATION

Draw two large, carefully labeled maps: Italy from 1815 to 1870 and Germany from 1815 to 1871. Color each stage of unification (for Italy: 1859, 1860, 1866, 1870; for Germany: 1864, 1866, 1867, 1871), and mark the main battles and capitals.

Beside each map write a 300-word caption explaining how the country was united and by whom, quoting at least one primary source (for example Mazzini, Garibaldi or Bismarck).

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: both maps accurate, neat and fully colored by stage, with battles and well-sourced captions. 3: minor errors or thin captions. 2: one map incomplete. 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 2 · NATIONS, 1815–1871 · LESSON 2.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

2.1 Restoration and 1848

OBJECTIVES

- Explain the Concert of Europe and Metternich’s system.
- Describe the revolutions of 1830 and 1848.
- Explain why most of the revolutions of 1848 failed.

> **Warm-up.** In 1848 revolutions broke out in more than fifty cities in a few weeks. Within two years nearly all had failed. Why might that happen?

WATCH

The Revolutions of 1848

Tom Richey · 6:33

https://www.youtube.com/watch?v=fiUvF060u_4

> **WHEN TO WATCH**
> With the Core idea on 1848.

Note: Tom Richey on the revolutions of 1848; the backup covers Metternich and the Congress of Vienna.

BACKUP VIDEO

The Congress of Vienna: Metternich's Conservative Order

Tom Richey · 14:47

https://www.youtube.com/watch?v=ET9w6a00Iuk

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

KEY TERMS

Concert of Europe
the great powers' habit, after 1815, of meeting to keep the peace and the Vienna settlement

Metternich
Austrian chancellor (1809–1848) and chief defender of the old order

nationalism
the belief that each people sharing a language and history should have its own state

liberalism
in this period, the demand for constitutions, elected assemblies and civil liberties

Springtime of Nations

the wave of revolutions across Europe in 1848

CORE IDEAS

Restoration. After Waterloo the powers restored legitimate kings and met in the **Concert of Europe** to keep the peace. Austria's chancellor **Metternich** led the system. He used censorship and secret police against students and secret societies, and the powers sent troops to crush revolts in Naples and Spain. Britain, with its Parliament and free press, drifted away from these interventions.

New forces. Two ideas worked against Metternich. **Liberalism** demanded written constitutions, elected parliaments, a free press and equality before the law. **Nationalism** held that Germans, Italians, Poles, Hungarians and others should each have one state. Greece won independence from the Ottomans in 1830 with help from Britain, France and Russia. In July 1830 Paris overthrew the Bourbon Charles X for the "citizen king" Louis-Philippe, and Belgium broke away from the Netherlands.

1848. In February 1848 Paris rose again, and Louis-Philippe fled. The **Springtime of Nations** followed: risings in Vienna (Metternich fled to London), Berlin, Milan, Venice, Budapest and Prague. A German parliament met at Frankfurt to write a constitution for all Germany. Serfdom was abolished in the Austrian Empire, a lasting gain. In France a Second Republic was declared and Louis Napoleon, nephew of Napoleon, was elected president.

Failure. By 1849 nearly all the revolutions had failed. Middle-class liberals feared the workers' uprisings; nationalities quarreled with each other; and kings kept the loyalty of their armies. Austrian and Russian troops crushed Hungary. The Frankfurt Parliament offered the German crown to Prussia's Frederick William IV, who refused a "crown from the gutter." In 1851 Louis Napoleon seized power and in 1852 made himself Emperor Napoleon III. The lesson many drew was that unity would come not by speeches but by force.

PICTURE STUDY



Prince Clemens von Metternich, Sir Thomas Lawrence, c. 1815 · Oil on canvas · Kunsthistorisches Museum, Vienna

Thomas Lawrence, public domain. Wikimedia Commons.

Lawrence painted the great men of the Congress of Vienna for the Waterloo Chamber at Windsor Castle. Metternich was then at the height of his power.

Look closely

- The calm, confident pose of the statesman.
- The orders and decorations of the old monarchies.

Talk about it

1. What impression of Metternich does Lawrence give?
2. Why would a man like this fear nationalism and liberalism?

PRIMARY SOURCE

Metternich and Mazzini

Read Metternich's Confession of Faith (1820), a letter to Tsar Alexander I, and Giuseppe Mazzini's instructions to Young Italy (1831), both in the Internet History Sourcebooks. Then read Psalm 146:3 and Daniel 2:21 in the KJV.

Steps

1. What does Metternich fear most?
2. What does Mazzini want for Italy?
3. How do the two men view God and the nation?
4. How do Psalm 146:3 and Daniel 2:21 speak to both?

Check your work

- ☐ Revolution and disorder
- ☐ One free, independent, republican nation
- ☐ Metternich: order under God; Mazzini: God and the people
- ☐ God, not princes or peoples, rules history

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1815 Vienna settlement; 1819 Carlsbad Decrees; 1821–1830 Greek War of Independence; 1830 July Revolution and Belgian independence; 1848 February Revolution and the Springtime of Nations; 1848–1849 Frankfurt Parliament; 1849 Hungary crushed; 1852 Napoleon III.
2. Map: on a map of Europe in 1848, mark each city that rose in revolution: Paris, Vienna, Berlin, Milan, Venice, Rome, Budapest, Prague, Frankfurt.

> **From history.** Also in February 1848, in London, Marx and Engels published the Communist Manifesto, but it had almost no part in the revolutions of that year.

> **Church history.** In November 1848 revolutionaries in Rome murdered the papal minister Pellegrino Rossi, and Pope Pius IX fled the city in disguise. French troops restored him in 1849.

PRACTICE

1. Easy What was the Concert of Europe?

   ▼ **Show answer**

   The great powers meeting to keep peace and the Vienna settlement.

2. Easy What did liberals demand?

   ▼ **Show answer**

   Constitutions, parliaments, a free press and equal law.

3. Medium Which nation won independence from the Ottomans in 1830?

   ▼ **Show answer**

   Greece.

4. Medium What did the Frankfurt Parliament try to do?

   ▼ **Show answer**

   Write a constitution for a united Germany.

5. Hard Why did most revolutions fail?

   ▼ **Show answer**

   Divisions among liberals, workers and nationalities, and loyal armies.

6. Challenge In four sentences, explain why the revolutions of 1848 failed.

   ▼ **Show answer**

   Sample: The revolutionaries were divided: liberals feared workers, and nationalities fought one another. Kings kept the loyalty of their armies. Austria and Russia crushed the risings by force. Many concluded that unity would come only through power, not parliaments.

COMMON MISTAKES

- Thinking 1848 changed nothing. Serfdom ended in Austria, Prussia kept a constitution and the ideas returned in 1859–1871.
- Thinking liberals and nationalists always agreed. They often fell out with each other and with the workers.

> **Scripture.** “And he changeth the times and the seasons: he removeth kings, and setteth up kings: he giveth wisdom unto the wise, and knowledge to them that know understanding:” (Daniel 2:21, KJV)
>
> God removes kings and sets up kings.

UNIT 2 · NATIONS, 1815–1871 · LESSON 2.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

2.2 Italian Unification

OBJECTIVES

- Describe the work of Mazzini, Cavour and Garibaldi.
- Explain the stages of Italian unification from 1859 to 1870.
- Explain the Roman Question and its effect on the church.

> **Warm-up.** Metternich called Italy “a geographical expression.” In 1815 it was eight states. How could it become one country in eleven years?

WATCH

Ten Minute History - The Unification of Italy (Short Documentary)

History Matters · 10:00

https://www.youtube.com/watch?v=kjFscoiE8eI

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

BACKUP VIDEO

26th October 1860: Garibaldi hands southern Italy to Victor Emmanuel

HistoryPod · 2:48

https://www.youtube.com/watch?v=Eb_kZVK7gzY

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

KEY TERMS

Risorgimento
"resurgence," the movement to unite Italy

Cavour
Camillo di Cavour (1810–1861), prime minister of Piedmont-Sardinia

Roman Question
the dispute between the pope and the Italian kingdom over Rome after 1870

Mazzini
Giuseppe Mazzini (1805–1872), republican prophet of Italian unity

Garibaldi
Giuseppe Garibaldi (1807–1882), guerrilla leader of the Thousand

CORE IDEAS

Divided Italy. In 1815 Italy was split into states: Piedmont-Sardinia in the northwest, Austrian Lombardy and Venetia, the duchies, the Papal States across the center, and the Kingdom of the Two Sicilies in the south. **Mazzini** founded Young Italy (1831) to raise a united republic by revolution. In 1849 he helped rule a short-lived Roman Republic, defended by Garibaldi, until French troops restored the pope.

Cavour. Cavour, prime minister of Piedmont from 1852, chose diplomacy. He modernized Piedmont's railways and army, sent troops to the Crimean War to win a seat at the peace table, and in 1858 secretly agreed with Napoleon III to fight Austria. In 1859 French and Piedmontese armies won at Magenta and Solferino, and Piedmont took Lombardy. The central duchies voted to join Piedmont in 1860.

Garibaldi. In May 1860 **Garibaldi** sailed from Genoa with about a thousand red-shirted volunteers, the Thousand, landed in Sicily and swept up to Naples. Fearing he would march on Rome and bring war with France, Cavour sent Piedmont's army south through the Papal States. At Teano in October 1860 Garibaldi handed his conquests to King Victor Emmanuel II. In 1861 the Kingdom of Italy was proclaimed. Venetia was added in 1866 and Rome in 1870.

The Roman Question. When French troops left Rome in 1870 during the Franco-Prussian War, Italian soldiers broke through the walls at the Porta Pia (20 September). Pope Pius IX refused to recognize the kingdom and called himself the

“prisoner of the Vatican.” Catholics were told not to vote in national elections. The Roman Question was settled only by the Lateran Treaty of 1929, which created Vatican City.

PICTURE STUDY



Giuseppe Garibaldi at Palermo, Gustave Le Gray, July 1860 · Photograph (albumen print) · Bibliothèque nationale de France and other collections

Gustave Le Gray (1820-1884)., public domain. Wikimedia Commons.

The French photographer Le Gray was sailing in the Mediterranean with the novelist Alexandre Dumas when Garibaldi took Palermo. He photographed the general in the captured city weeks after the landing of the Thousand.

Look closely

- Garibaldi’s plain dress, far from a general’s uniform.
- His calm, weathered face.

Talk about it

1. How does this photograph fit Garibaldi’s fame as a hero of the people?
2. Why might a revolutionary choose to be shown so simply?

PRIMARY SOURCE

Garibaldi's Proclamation

Read Garibaldi's proclamation to his soldiers in Rome (1849), "I offer hunger, thirst, forced marches, battles and death," and Cavour's speech on Rome as capital (1861), both in the Internet History Sourcebooks or other free collections. Then read Matthew 22:21 and John 18:36 in the KJV.

Steps

1. What does Garibaldi offer his men?
2. Why does Cavour say Rome must be the capital?
3. How did the pope answer the seizure of Rome?
4. How do Matthew 22:21 and John 18:36 bear on the Roman Question?

Check your work

- ☐ Hardship and death for Italy
- ☐ History and national feeling
- ☐ He refused to recognize the kingdom
- ☐ Caesar and God each have their due; Christ's kingdom is not of this world

TIMELINE AND MAP NOTEBOOK

1. Map: draw Italy in 1815 and color the stages of unification: 1859 Lombardy; 1860 central duchies and the Two Sicilies; 1866 Venetia; 1870 Rome.
2. Timeline: 1831 Young Italy; 1849 Roman Republic; 1852 Cavour prime minister; 1859 Magenta and Solferino; 1860 the Thousand and Teano; 1861 Kingdom of Italy; 1866 Venetia; 1870 Rome; 1929 Lateran Treaty.

> **From history.** Henri Dunant, a Swiss businessman, saw the wounded left on the field after Solferino in 1859. His book A Memory of Solferino led to the founding of the Red Cross in 1863.

> **Church history.** Pius IX called the First Vatican Council (1869–1870), which defined papal infallibility weeks before Italian troops entered Rome.

PRACTICE

1. Easy What was the Risorgimento?

   ▼ **Show answer**

   The movement to unite Italy.

2. Easy Who was Piedmont's prime minister?

   ▼ **Show answer**

   Cavour.

3. Medium Which two battles did France and Piedmont win in 1859?

   ▼ **Show answer**

   Magenta and Solferino.

4. Medium When was the Kingdom of Italy proclaimed?

   ▼ **Show answer**

   1861.

5. Hard How did Italian troops enter Rome in 1870?

   ▼ **Show answer**

   Through a breach in the walls at the Porta Pia.

6. Challenge In four sentences, explain the Roman Question.

   ▼ **Show answer**

   Sample: The pope ruled the Papal States, including Rome. Italy took most of them in 1860 and Rome in 1870. Pius IX refused to recognize the kingdom and called himself a prisoner. The quarrel lasted until the Lateran Treaty of 1929 created Vatican City.

COMMON MISTAKES

- Thinking Italy was united by popular revolution alone. Cavour's diplomacy, French armies and Prussian victories were essential.
- Thinking unification was settled in 1861. Venetia and Rome came later, and the Roman Question lasted until 1929.

> **Scripture.** “Jesus answered, My kingdom is not of this world: if my kingdom were of this world, then would my servants fight, that I should not be delivered to the Jews: but now is my kingdom not from hence.” (John 18:36, KJV)
>
> Christ’s kingdom is not of this world.

UNIT 2 · NATIONS, 1815–1871 · LESSON 2.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

2.3 Bismarck

OBJECTIVES

- Describe Bismarck’s rise and his policy of “blood and iron.”
- Explain the three wars of German unification, 1864–1871.
- Describe the Kulturkampf and the new German Empire.

> **Warm-up.** Bismarck said, “The great questions of the day will not be decided by speeches and majority decisions … but by iron and blood.” Was he right?

WATCH

Ten Minute History - German Unification and Empire (Short Documentary)

History Matters · 10:00

https://www.youtube.com/watch?v=tq91I3TnWu4

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

Note: The backup is Tom Richey on Bismarck’s Realpolitik.

BACKUP VIDEO

German Unification (Part II: Bismarck's Realpolitik)

Tom Richey · 7:28

https://www.youtube.com/watch?v=9z-zY9YpQIk

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

KEY TERMS

Otto von Bismarck
Prussian minister-president (1862–1890) and German chancellor (1871–1890)

Realpolitik
politics based on power and interest rather than ideals

Blood and Iron
Bismarck's 1862 speech saying Germany would be united by war

Second Reich
the German Empire proclaimed at Versailles in 1871

Kulturkampf
"culture struggle," Bismarck's campaign against the Catholic Church in the 1870s

CORE IDEAS

Bismarck. In 1862 King William I of Prussia, in a quarrel with his parliament over army reform, appointed **Otto von Bismarck**, a Pomeranian landowner and a Lutheran converted in his youth through Pietist friends. In his first week Bismarck told a committee of the Prussian parliament that Germany looked not to Prussia's liberalism but to its power, and that the great questions would be settled "by iron and blood." He collected taxes without parliament's approval and rebuilt the army. This was **Realpolitik**.

Three wars. In 1864 Prussia and Austria together took Schleswig and Holstein from Denmark. In 1866 Bismarck turned on Austria; at Königgrätz (Sadowa) the Prussian army, moved by railway and armed with breech-loading rifles, won in a single day. Austria was shut out of Germany, and Prussia formed the North German Confederation. In 1870 Bismarck edited a royal telegram from Ems to provoke France into declaring war. The German states joined Prussia, and at Sedan in September 1870 Napoleon III himself was captured.

The Empire. On 18 January 1871, in the Hall of Mirrors at Versailles, William I was proclaimed German Emperor. France lost Alsace and much of Lorraine and paid a huge indemnity, which left a lasting bitterness. The **Second Reich** was a federation of

kings and princes under Prussia, with a parliament (the Reichstag) elected by all men, but real power lay with the emperor, the army and the chancellor.

Kulturkampf and after. Bismarck distrusted Catholics as loyal to Rome. In the **Kulturkampf** of the 1870s, laws expelled the Jesuits, put seminaries under state control and jailed or exiled bishops and hundreds of priests. Catholics rallied to the Center Party, and Bismarck backed down by 1878. He then turned against the socialists while also passing the first state health, accident and old-age insurance (1883–1889). As chancellor he kept the peace through alliances until the young William II dismissed him in 1890.

PICTURE STUDY



The Proclamation of the German Empire, Anton von Werner, 1885 · Oil on canvas (the Friedrichsruh version) · Bismarck Museum, Friedrichsruh

Anton von Werner, public domain. Wikimedia Commons.

Von Werner was present at Versailles on 18 January 1871. He painted the scene three times; this version was a gift to Bismarck for his seventieth birthday.

Look closely

- Bismarck in his white uniform at the center, though he was not the one being crowned.
- The swords and helmets raised by officers; no civilians are in the front.

Talk about it

1. What does it say that the new empire was proclaimed by soldiers in the palace of the French kings?
2. Why might Bismarck be placed at the center?

PRIMARY SOURCE

“Blood and Iron” (1862)

Read Bismarck’s “Blood and Iron” speech to the budget committee of the Prussian parliament (30 September 1862), in the German History in Documents and Images collection (free online). Then read Zechariah 4:6 and Psalm 20:7 in the KJV.

Steps

1. What does Bismarck say Germany looks to?
2. What does he say will decide the great questions?
3. How did his three wars fulfill the speech?
4. How do Zechariah 4:6 and Psalm 20:7 answer “blood and iron”?

Check your work

- ☐ Prussia’s power, not its liberalism
- ☐ Iron and blood, not speeches and votes
- ☐ 1864, 1866, 1870–1871
- ☐ Not by might, but by God’s Spirit

TIMELINE AND MAP NOTEBOOK

1. Map: draw Germany in 1815 (the German Confederation) and color its unification: 1864 Schleswig-Holstein; 1866–1867 North German Confederation; 1871 the southern states and Alsace-Lorraine.
2. Timeline: 1862 Bismarck appointed and “Blood and Iron”; 1864 Danish War; 1866 Königgrätz; 1867 North German Confederation; 1870 Ems Dispatch and Sedan; 1871 Empire proclaimed; 1871–1878 Kulturkampf; 1883 health insurance; 1890 Bismarck dismissed.

> **From history.** Prussia moved troops to the front by railway faster than any army before. Its general staff under Helmuth von Moltke planned war around railway timetables.

> **Church history.** During the Kulturkampf about 1,800 priests were jailed or exiled and over a thousand parishes left without a priest. Bishop Wilhelm von Ketteler of Mainz, a defender of workers, led the Catholic resistance.

PRACTICE

1. Easy Who appointed Bismarck in 1862?

   ▼ **Show answer**

   King William I of Prussia.

2. Easy What did Bismarck say would decide the great questions?

   ▼ **Show answer**

   Iron and blood.

3. Medium Where did Prussia defeat Austria in 1866?

   ▼ **Show answer**

   Königgrätz (Sadowa).

4. Medium Where was Napoleon III captured?

   ▼ **Show answer**

   Sedan.

5. Hard What did France lose in 1871?

   ▼ **Show answer**

   Alsace and much of Lorraine.

6. Challenge In four sentences, explain why the proclamation at Versailles stored up trouble.

   ▼ **Show answer**

   Sample: The empire was proclaimed in the palace of the French kings. France lost Alsace-Lorraine and paid a huge indemnity. The French longed for revenge. The bitterness helped prepare the alliances and war of 1914.

COMMON MISTAKES

- Thinking Germany was united by popular demand. It was united from above by Prussian wars and diplomacy.

- Thinking Bismarck wanted endless war. After 1871 he worked to keep the peace and isolate France.

> **Scripture.** “Some trust in chariots, and some in horses: but we will remember the name of the LORD our God.” (Psalm 20:7, KJV)
>
> Some trust in chariots.

UNIT 2 · NATIONS, 1815–1871 · LESSON 2.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

2.4 Bolívar and Latin American Independence

OBJECTIVES

- Explain the causes of the Latin American wars of independence.
- Describe the campaigns of Bolívar and San Martín.
- Evaluate Bolívar’s hopes in the Jamaica Letter and their fate.

> **Warm-up.** In 1808 Spain ruled from California to Cape Horn. By 1826 it held only Cuba and Puerto Rico. What happened?

WATCH

Latin American Independence movements

Khan Academy · 5:49

https://www.youtube.com/watch?v=y6lIgVSvizk

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

Note: The backup asks why Bolívar’s Gran Colombia broke apart.

BACKUP VIDEO

Why did Gran Colombia Fail? (Short Animated Documentary)

History Matters · 3:33

https://www.youtube.com/watch?v=MV7m7hX5nYU

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

KEY TERMS

creole

a person of Spanish descent born in the Americas

peninsular

a Spaniard born in Spain who held high office in the colonies

Simón Bolívar

Venezuelan liberator (1783–1830) of northern South America

José de San Martín

Argentine general (1778–1850) who liberated Argentina, Chile and Peru

Jamaica Letter

Bolívar's 1815 letter on the future of Spanish America

CORE IDEAS

Causes. Spanish America was ruled by **peninsulares**, Spaniards sent from Spain, while **creoles**, American-born whites, ran the estates and towns but were kept from high office and free trade. Below them were mestizos, Indians and African slaves. The American and French Revolutions spread new ideas. In 1808 Napoleon overthrew the Spanish king and put his brother Joseph on the throne. Colonial juntas began to govern in the name of the captive king, then declared independence.

Bolívar. Simón Bolívar, a rich creole of Caracas, vowed in Rome in 1805 to free his country. His first republics in Venezuela fell; in exile in Jamaica in 1815 he wrote his famous letter. Returning with British volunteers and the llaneros, the plainsmen, he crossed the Andes in 1819 and won at Boyacá, freeing New Granada (Colombia). Victories at Carabobo (1821) and Pichincha (1822) freed Venezuela and Ecuador, joined in the republic of Gran Colombia.

San Martín. In the south, **José de San Martín** led the Army of the Andes over passes 12,000 feet high in 1817 to free Chile with Bernardo O'Higgins, then sailed to take Lima in 1821. After meeting Bolívar privately at Guayaquil in 1822, he withdrew and left the final campaign to Bolívar. At Ayacucho in 1824 Bolívar's general Sucre destroyed the last royal army. Mexico won independence in 1821 and Brazil separated peacefully from Portugal in 1822.

Hopes and disappointments. In the **Jamaica Letter** Bolívar hoped for strong republics bound in friendship, but warned that the people were not yet ready for self-government. Gran Colombia broke apart in 1830; Bolívar, dying, said he had "ploughed the sea." Many new states fell to strongmen (caudillos) and civil wars. Slavery was abolished gradually (Chile 1823, Mexico 1829, Venezuela 1854, Brazil only in 1888). The Catholic Church remained the deepest bond of the region's peoples.

PICTURE STUDY



Simón Bolívar, José Gil de Castro, 1825 · Oil on canvas · Palacio Federal Legislativo, Caracas (several versions)

José Gil de Castro, public domain. Wikimedia Commons.

Gil de Castro, a painter of mixed African and Spanish descent from Lima, painted the liberators from life. Bolívar said this portrait was one of the best likenesses of him.

Look closely

- The dress uniform and the symbols of command.
- Bolívar's thin face and serious expression.

Talk about it

1. How does the portrait present Bolívar as a ruler as well as a soldier?
2. Why might the new republics want such portraits?

PRIMARY SOURCE

The Jamaica Letter (1815)

Read selections from Bolívar's Jamaica Letter (6 September 1815), in the Internet History Sourcebooks or other free collections. Then read Galatians 5:13 and Proverbs 29:2 in the KJV.

Steps

1. What grievances does Bolívar list against Spain?
2. What does he say about the readiness of the people for self-government?
3. What kind of government does he hope for?
4. How do Galatians 5:13 and Proverbs 29:2 speak to his hopes?

Check your work

- ☐ Exclusion from office and trade; cruelty
- ☐ They are not yet ready
- ☐ Strong republics, perhaps a league
- ☐ Liberty needs love and righteous rulers

TIMELINE AND MAP NOTEBOOK

1. Map: draw South America and mark the routes of San Martín (Mendoza across the Andes to Chile and by sea to Lima) and Bolívar (the Orinoco plains across the Andes to Bogotá, then south to Quito and Peru), with the battles of Boyacá, Carabobo, Pichincha and Ayacucho.
2. Timeline: 1808 Napoleon takes Spain; 1810 juntas; 1815 Jamaica Letter; 1817 San Martín crosses the Andes; 1819 Boyacá; 1821 Carabobo and Mexican independence; 1822 Guayaquil and Brazil's independence; 1824 Ayacucho; 1830 Bolívar dies.

> **From history.** In 1823 the United States issued the Monroe Doctrine, warning European powers not to reconquer the new republics. Britain, eager for their trade, quietly backed it with its navy.

> **Church history.** The British and Foreign Bible Society sent James "Diego" Thomson to South America in 1818. He started schools and distributed Spanish Bibles, with the support of some liberators, including San Martín and Bolívar.

PRACTICE

1. Easy Who were the creoles?

   ▼ **Show answer**

   People of Spanish descent born in the Americas.

2. Easy What happened in Spain in 1808?

   ▼ **Show answer**

   Napoleon overthrew the king and installed his brother Joseph.

3. Medium What battle freed New Granada in 1819?

   ▼ **Show answer**

   Boyacá.

4. Medium Who helped San Martín free Chile?

   ▼ **Show answer**

   Bernardo O'Higgins.

5. Hard What battle ended Spanish rule in South America?

   ▼ **Show answer**

   Ayacucho, 1824.

6. Challenge In four sentences, explain why Bolívar felt he had "ploughed the sea."

   ▼ **Show answer**

   Sample: He had freed five nations from Spain. But Gran Colombia broke apart in his lifetime. Strongmen and civil wars took the place of the stable republics he had hoped for. He felt his labor had left no lasting mark.

COMMON MISTAKES

- Thinking independence brought freedom to everyone. Creoles took power, and many Indians and slaves gained little at first.

- Thinking Bolívar wanted a democracy like the United States. He favored strong presidents and doubted the people were ready.

> **Scripture.** “When the righteous are in authority, the people rejoice: but when the wicked beareth rule, the people mourn.” (Proverbs 29:2, KJV)
>
> The people rejoice under the righteous.

UNIT 3

America Divided and Reunited

The American Republic was founded on the words “all men are created equal,” yet it held nearly four million people in slavery by 1860. This unit follows the long quarrel over slavery to war, the Civil War itself, the hopes and failures of Reconstruction, and the rise of industrial America and the great revivals of D. L. Moody.

Students read Frederick Douglass, Solomon Northup, the Lincoln–Douglas debates, the Gettysburg Address and Second Inaugural, Grant and Sherman, the Reconstruction amendments, sermons of the Black church and Moody.

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 how slavery divided the nation from 1820 to 1861, naming Christians on both sides honestly.
- ☐ I can describe the main course of the Civil War and Lincoln's leadership.
- ☐ I can explain the Reconstruction amendments and why Reconstruction fell short.
- ☐ I can describe the industrial growth of America after 1865 and the revivals of Moody.
- ☐ I can recite and explain the Gettysburg Address.

LESSONS IN THIS UNIT

3.1	**Slavery and the Road to War**	Four sessions, 30–50 minutes each
3.2	**Lincoln and the Civil War**	Four sessions, 30–50 minutes each
3.3	**Reconstruction**	Four sessions, 30–50 minutes each
3.4	**Industrial America and Revival**	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**

   When did Douglass escape?

PART A · TERMS AND PEOPLE

2. 2 pts **Lesson 3.1**

   What did the Fugitive Slave Act require?

PART A · TERMS AND PEOPLE

3. 2 pts **Lesson 3.1**

   What happened at Fort Sumter?

PART A · TERMS AND PEOPLE

4. 2 pts **Lesson 3.2**

   What was the Anaconda Plan?

PART A · TERMS AND PEOPLE

5. 2 pts **Lesson 3.2**

   When did the Emancipation Proclamation take effect?

PART A · TERMS AND PEOPLE

6. 2 pts **Lesson 3.2**

   Who marched to the sea in 1864?

PART A · TERMS AND PEOPLE

7. 2 pts **Lesson 3.3**

   What did the Fourteenth Amendment grant?

PART A · TERMS AND PEOPLE

8. 2 pts **Lesson 3.3**

   What was the Freedmen's Bureau?

PART A · TERMS AND PEOPLE

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

What is sharecropping?

PART A · TERMS AND PEOPLE

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

Who built much of it?

PART A · TERMS AND PEOPLE

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

What did Rockefeller's company control?

PART A · TERMS AND PEOPLE

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

What were Moody's three R's?

PART B · DATES AND ORDER

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

Put in order, earliest first: The Student Volunteer Movement begins; The Battle of Gettysburg; Sherman takes Atlanta; The end of Reconstruction.

PART B · DATES AND ORDER

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

Put in order, earliest first: The Dred Scott decision; The Thirteenth Amendment; Ellis Island opens; Moody's conversion.

PART B · DATES AND ORDER

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

Put in order, earliest first: The Student Volunteer Movement begins; The Fourteenth Amendment; Sherman takes Atlanta; The end of Reconstruction.

PART B · DATES AND ORDER

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

Put in order, earliest first: Lee surrenders at Appomattox; The end of Reconstruction; The Missouri Compromise; Sherman takes Atlanta.

PART C · READING SOURCES

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

The law of Moses 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 verse name? (b) How does it apply to the Atlantic trade and to Northup’s kidnapping? (c) Why did defenders of slavery avoid this verse?

PART C · READING SOURCES

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

Lincoln quoted the psalm: “The fear of the LORD is clean, enduring for ever: the judgments of the LORD are true and righteous altogether” (Psalm 19:9). (a) What does the psalm say about God’s judgments? (b) Why did Lincoln quote it in 1865? (c) How does it keep a victor from pride?

PART C · READING SOURCES

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

Isaiah writes, “He hath sent me to bind up the brokenhearted, to proclaim liberty to the captives, and the opening of the prison to them that are bound” (Isaiah 61:1). (a) What is the anointed one sent to do? (b) Why did freedpeople love this passage? (c) Who fulfilled it, according to Luke 4?

PART D · MAP AND ESSAY

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

Locate or describe: the Missouri Compromise line, Kansas, Fort Sumter, Richmond, Antietam, Gettysburg, Vicksburg, Atlanta and Appomattox.

PART D · MAP AND ESSAY

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

Essay (400–500 words): Was the Civil War, in Lincoln’s words, a judgment of God? Use the Second Inaugural, Douglass and at least one other primary source.

ANSWER KEY

1. 1838.
2. Northerners to help return escaped slaves.
3. Confederates fired on it on 12 April 1861, beginning the war.
4. To blockade the South and take the Mississippi.
5. 1 January 1863.
6. Sherman.
7. Citizenship and equal protection of the laws.
8. A federal agency that aided freed slaves with food, schools and contracts.
9. Renting land for a share of the crop.
10. Irish and Chinese laborers.
11. About 90 percent of oil refining.
12. Ruin by sin, redemption by Christ, regeneration by the Holy Ghost.
13. The Battle of Gettysburg (1863); Sherman takes Atlanta (1864); The end of Reconstruction (1877); The Student Volunteer Movement begins (1886).
14. Moody's conversion (1855); The Dred Scott decision (1857); The Thirteenth Amendment (1865); Ellis Island opens (1892).
15. Sherman takes Atlanta (1864); The Fourteenth Amendment (1868); The end of Reconstruction (1877); The Student Volunteer Movement begins (1886).
16. The Missouri Compromise (1820); Sherman takes Atlanta (1864); Lee surrenders at Appomattox (1865); The end of Reconstruction (1877).
17. (a) Kidnapping and selling a man. (b) American slavery began in man-stealing, and Northup was stolen and sold. (c) Because it condemned the very foundation of the system they defended.
18. (a) They are true and righteous altogether. (b) To say that even if the war was God's judgment on both North and South for slavery, God was just. (c) The victor is under the same judgment and cannot claim to be righteous in himself.
19. (a) Heal the brokenhearted and free captives and prisoners. (b) It promised the liberty they had prayed for and spoke of God's care for the oppressed. (c) Jesus Christ, who read it in the synagogue at Nazareth and said it was fulfilled.
20. The Missouri Compromise line at 36°30′ north latitude; Kansas, west of Missouri on the Great Plains; Fort Sumter in Charleston Harbor, South Carolina;

Richmond on the James River, capital of the Confederacy; Antietam Creek near Sharpsburg, Maryland; Gettysburg in southern Pennsylvania; Vicksburg on the Mississippi in Mississippi; Atlanta in northern Georgia; Appomattox Court House in central Virginia.

21. Look for: slavery as the cause; both sides reading the same Bible and praying to the same God; Lincoln's refusal to judge self-righteously; Psalm 19:9 and Matthew 18:7; the cost of the war; emancipation and the amendments; Reconstruction's unfinished work; a judgment from Scripture. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: THE GETTYSBURG ADDRESS: RECITATION AND ANALYSIS

Memorize and recite the Gettysburg Address (19 November 1863) to your family or class, clearly and from memory.

Write a 600-word analysis: the occasion, the structure (past, present, future), the echoes of the Declaration and of Scripture, the meaning of "a new birth of freedom," and why so short a speech has lasted. Compare one passage with the Second Inaugural.

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.
Recitation and analysis	4: recited without error and with understanding; a clear, well-supported analysis. 3: one or two slips or a thinner analysis. 2: read rather than recited, or analysis incomplete. 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 · AMERICA DIVIDED AND REUNITED · LESSON 3.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

3.1 Slavery and the Road to War

OBJECTIVES

- Describe American slavery in the words of those who endured it.
- Explain the compromises and crises over slavery from 1820 to 1861.
- Describe how Christians North and South argued over slavery.

Warm-up. Frederick Douglass asked in 1852, “What, to the American slave, is your 4th of July?” How would you answer him?

WATCH

The Dred Scott Decision Explained: US History Review

Hip Hughes (HipHughes) · 11:47

https://www.youtube.com/watch?v=1qlXBNwmoTw

WHEN TO WATCH
With the Core idea on the 1850s.

Note: Hip Hughes on the Dred Scott decision; the backup is Khan Academy on Uncle Tom’s Cabin.

BACKUP VIDEO

Uncle Tom's Cabin part 1

Khan Academy · 7:34

https://www.youtube.com/watch?v=Z08N7pqr_cw

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

KEY TERMS

Frederick Douglass
escaped slave, abolitionist, orator and writer (c. 1818–1895)

Missouri Compromise
the 1820 law admitting Missouri as a slave state and banning slavery north of 36°30′ in the rest of the Louisiana Purchase

Fugitive Slave Act
the 1850 law requiring Northerners to help return escaped slaves

Dred Scott decision
the 1857 Supreme Court ruling that Black Americans could not be citizens and Congress could not ban slavery in the territories

secession

a state's withdrawal from the Union

CORE IDEAS

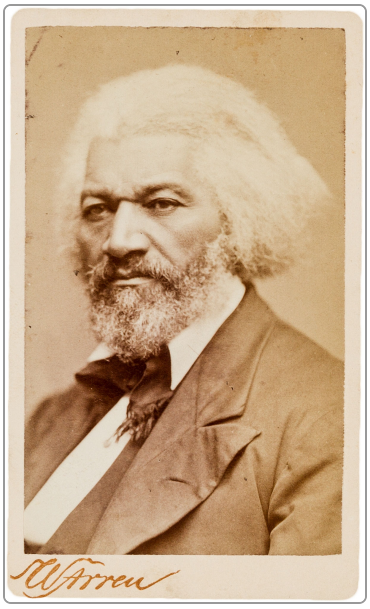
Slavery. By 1860 nearly four million people were enslaved in the South, most growing cotton. Slaves could be sold away from husband, wife or child; whipping was common; teaching a slave to read was illegal in most slave states. **Frederick Douglass**, who taught himself to read and escaped in 1838, wrote his *Narrative* (1845). Solomon Northup, a free man of New York kidnapped and enslaved for twelve years, told his story in *Twelve Years a Slave* (1853).

Compromise and crisis. The **Missouri Compromise** (1820) drew a line across the West. The Compromise of 1850 admitted California free but passed a harsh **Fugitive Slave Act**. Harriet Beecher Stowe answered with *Uncle Tom's Cabin* (1852). The Kansas–Nebraska Act (1854) let settlers vote on slavery, and "Bleeding Kansas" followed. In the **Dred Scott** case (1857) Chief Justice Taney ruled that Black Americans were not citizens. In 1859 John Brown raided Harpers Ferry.

Lincoln. Abraham Lincoln, a self-taught Illinois lawyer, opposed the spread of slavery. In 1858 he warned, quoting Christ, "A house divided against itself cannot stand," and debated Stephen Douglas across Illinois, arguing that the Declaration's "all men are created equal" included the slave. When Lincoln was elected president in 1860 without a single Southern electoral vote, seven Deep South states seceded, and the Confederate States of America was formed. On 12 April 1861 Confederate guns fired on Fort Sumter.

Christians divided. Northern and Southern churches read the same Bible differently. Many Southern pastors defended slavery from the Old Testament and the household codes; the Methodists (1844) and Baptists (1845) split North and South over it. Abolitionists such as Theodore Weld, Charles Finney and the Quakers called it a sin; Douglass denounced "the slaveholding religion of this land" while loving "the pure, peaceable, and impartial Christianity of Christ." Many slaves themselves found in the Exodus and in Christ the hope of freedom.

PICTURE STUDY



Frederick Douglass, George Kendall Warren, c. 1879 · Photograph · U.S. National Archives

George Kendall Warren, public domain. Wikimedia Commons.

Douglass was the most photographed American of the nineteenth century. He believed photographs could show the dignity of Black Americans against the cruel cartoons of the day.

Look closely

- The direct, steady gaze.
- The formal dress of a statesman.

Talk about it

1. Why did Douglass care so much about how he was photographed?
2. What does this portrait say against the claims of the Dred Scott decision?

PRIMARY SOURCE

Douglass and the House Divided

Read chapter 7 (learning to read) and the Appendix (on religion) of Douglass's Narrative, and a chapter of Northup's Twelve Years a Slave. Then read Lincoln's "House Divided" speech (1858), opening paragraphs (free online). Read Exodus 21:16 and Mark 3:25 in the KJV.

Steps

1. Why did slaveholders forbid reading?
2. How does Douglass distinguish true and false Christianity?
3. What does Lincoln say must happen to the divided house?
4. How does Exodus 21:16 judge the slave trade and kidnapping of Northup?

Check your work

- ☐ Reading makes a slave unfit to be a slave
- ☐ Christ's Christianity versus the slaveholding religion
- ☐ It will become all one thing or all the other
- ☐ Man-stealing is a capital crime

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1820 Missouri Compromise; 1831 Garrison's Liberator; 1838 Douglass escapes; 1844–1845 church splits; 1845 Narrative; 1850 Compromise and Fugitive Slave Act; 1852 Uncle Tom's Cabin; 1854 Kansas–Nebraska; 1857 Dred Scott; 1858 Lincoln–Douglas debates; 1859 Harpers Ferry; 1860 Lincoln elected; 1861 Fort Sumter.
2. Map: color the free states, slave states and territories in 1854, and draw the Missouri Compromise line.

> **From history.** Harriet Tubman, herself escaped, went back south about thirteen times and led some seventy people to freedom. She said, "I never ran my train off the track, and I never lost a passenger."

> **Church history.** Douglass wrote: “I love the pure, peaceable, and impartial Christianity of Christ; I therefore hate the corrupt, slaveholding, women-whipping, cradle-plundering, partial and hypocritical Christianity of this land.”

PRACTICE

1. Easy How many people were enslaved in 1860?

   ▼ **Show answer**

   Nearly four million.

2. Easy What did the Missouri Compromise do?

   ▼ **Show answer**

   Admitted Missouri as a slave state and banned slavery north of 36°30′.

3. Medium Who wrote Uncle Tom’s Cabin?

   ▼ **Show answer**

   Harriet Beecher Stowe.

4. Medium Who raided Harpers Ferry in 1859?

   ▼ **Show answer**

   John Brown.

5. Hard Which churches split over slavery?

   ▼ **Show answer**

   The Methodists and Baptists.

6. Challenge In four sentences, explain how Christians were divided over slavery.

   ▼ **Show answer**

   Sample: Southern pastors defended slavery from the Bible. Abolitionist Christians called it a sin against God’s image in man. Major denominations split North and South. Douglass distinguished the true Christianity of Christ from the slaveholding religion.

COMMON MISTAKES

- Thinking the war was fought over something other than slavery. The seceding states named slavery as their cause.

- Thinking all Northerners were abolitionists. Many were not, and racism was common in the North too.

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 if a house be divided against itself, that house cannot stand." (Mark 3:25, KJV)
>
> A house divided cannot stand.

UNIT 3 · AMERICA DIVIDED AND REUNITED · LESSON 3.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

3.2 Lincoln and the Civil War

OBJECTIVES

- Describe the main campaigns of the Civil War.
- Explain the Emancipation Proclamation and the Gettysburg Address.
- Interpret Lincoln's Second Inaugural.

> **Warm-up.** About 620,000 to 750,000 soldiers died in the Civil War, more than in all America's other wars of the nineteenth century combined. What could justify such a cost?

WATCH

The Gettysburg Address by Abraham Lincoln

Drive Thru History with Dave Stotts · 2:33

https://www.youtube.com/watch?v=lpd1ijnaE9g

> **WHEN TO WATCH**
> With the source work on the Gettysburg Address.

Note: Dave Stotts reads the Gettysburg Address; the backup covers the Emancipation Proclamation.

BACKUP VIDEO

Abraham Lincoln and the Emancipation Proclamation

Drive Thru History with Dave Stotts · 3:15

https://www.youtube.com/watch?v=FZDlKcl2tE4

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

KEY TERMS

Anaconda Plan
the Union plan to blockade the South and take the Mississippi

Emancipation Proclamation
Lincoln's order of 1 January 1863 freeing slaves in rebel areas

Gettysburg
the battle of 1–3 July 1863 in Pennsylvania, the turning point in the East

Ulysses S. Grant
Union general who took Vicksburg and defeated Lee

Second Inaugural
Lincoln's address of 4 March 1865, "with malice toward none"

CORE IDEAS

The war. The North had more people, factories and railways; the South had the defense, gifted generals such as Robert E. Lee and Stonewall Jackson, and the hope

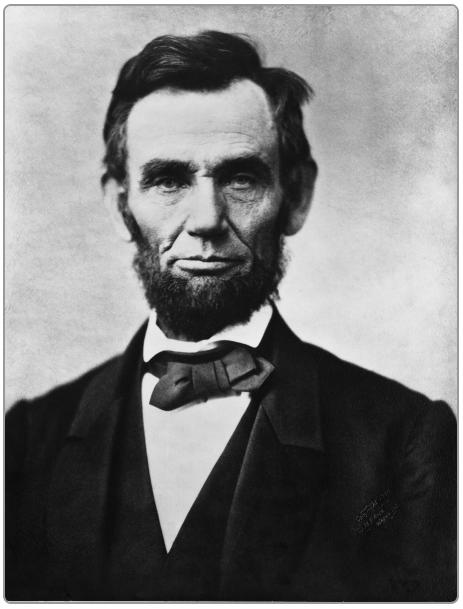
that the North would tire. The Union's **Anaconda Plan** blockaded the coast and pushed down the Mississippi. In the East, Lee beat one Union army after another, but his invasion of Maryland was stopped at Antietam (17 September 1862), the bloodiest single day in American history.

Emancipation. After Antietam Lincoln issued the **Emancipation Proclamation**, effective 1 January 1863, freeing slaves in the rebel states as a war measure. It turned the war into a war against slavery. About 180,000 Black soldiers served in the Union army. In July 1863 Lee was defeated at **Gettysburg**, and on 4 July Vicksburg surrendered to **Grant**, giving the Union the Mississippi. In November Lincoln dedicated the cemetery at Gettysburg in 272 words.

Victory. In 1864 Grant took command and pressed Lee without rest in Virginia, while William T. Sherman took Atlanta and marched to the sea, destroying the South's means to fight. Lee surrendered at Appomattox Court House on 9 April 1865, and Grant gave generous terms. Five days later, on Good Friday, Lincoln was shot by John Wilkes Booth and died the next morning.

The Second Inaugural. In March 1865 Lincoln reflected that both sides "read the same Bible and pray to the same God," and that "the prayers of both could not be answered." If God willed the war to continue "until every drop of blood drawn with the lash shall be paid by another drawn with the sword," still "the judgments of the Lord are true and righteous altogether." He closed: "With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds."

PICTURE STUDY



Abraham Lincoln, Alexander Gardner, 8 November 1863 · Photograph · Library of Congress

Alexander Gardner, public domain. Wikimedia Commons.

Gardner took this portrait in Washington eleven days before the Gettysburg Address. It is one of the best-known images of Lincoln.

Look closely

- The lines of strain on his face after two and a half years of war.
- The calm, steady expression.

Talk about it

1. What does the face suggest about the burden of the war?
2. Compare this with photographs of Lincoln in 1860. What changed?

PRIMARY SOURCE

Gettysburg and the Second Inaugural

Read the Gettysburg Address (1863) and the Second Inaugural (1865) in full (both free at the Library of Congress or the Avalon Project). Read Grant's account of Appomattox in his Personal Memoirs, chapter 67, and optionally Sherman's letter to the mayor of Atlanta in Sherman's Memoirs. Then read Psalm 19:9 and Matthew 18:7 in the KJV.

Steps

1. What three times does the Gettysburg Address move through?
2. What does Lincoln say both sides did in the Second Inaugural?
3. Which two Bible verses does Lincoln quote?
4. How did Grant treat Lee at Appomattox?

Check your work

- ☐ Past, present, future
- ☐ Read the same Bible and prayed to the same God
- ☐ Matthew 18:7 and Psalm 19:9
- ☐ With generosity and respect

TIMELINE AND MAP NOTEBOOK

1. Map: mark Fort Sumter, Bull Run, Antietam, Fredericksburg, Chancellorsville, Gettysburg, Vicksburg, Chattanooga, Atlanta, Savannah, Richmond and Appomattox, with arrows for Sherman's march.
2. Timeline: 1861 Fort Sumter and Bull Run; 1862 Shiloh and Antietam; 1863 Emancipation, Gettysburg, Vicksburg, Gettysburg Address; 1864 Grant in command, Atlanta, march to the sea; 1865 Second Inaugural, Appomattox, Lincoln killed, 13th Amendment.

> **From history.** Clara Barton nursed the wounded at Antietam and other fields, and later founded the American Red Cross (1881).

> **Church history.** Revivals swept both armies. Tens of thousands of Confederate soldiers professed faith in the winter of 1863–1864, and the U.S. Christian Commission sent some 5,000 volunteers with Bibles, food and nursing to Union camps.

PRACTICE

1. Easy Name two advantages of the North.

   ▼ **Show answer**

   More people, factories, railways.

2. Easy What was the bloodiest single day in American history?

   ▼ **Show answer**

   Antietam, 17 September 1862.

3. Medium About how many Black soldiers served in the Union army?

   ▼ **Show answer**

   About 180,000.

4. Medium How many words is the Gettysburg Address?

   ▼ **Show answer**

   About 272.

5. Hard Where did Lee surrender?

   ▼ **Show answer**

   Appomattox Court House, 9 April 1865.

6. Challenge In four sentences, explain Lincoln's view of God and the war in the Second Inaugural.

   ▼ **Show answer**

   Sample: Both sides prayed to the same God, but both could not be answered. God had His own purposes. The war might be God's judgment on the whole nation for slavery. Yet God's judgments are true and righteous, so the nation should go forward with malice toward none.

COMMON MISTAKES

- Thinking the Emancipation Proclamation freed every slave at once. It applied to rebel areas; the 13th Amendment ended slavery everywhere in 1865.
- Thinking Lincoln gloated over the South. The Second Inaugural refuses to judge and calls for charity.

> **Scripture.** “Woe unto the world because of offences! for it must needs be that offences come; but woe to that man by whom the offence cometh!” (Matthew 18:7, KJV)
>
> Lincoln quoted this verse.

UNIT 3 · AMERICA DIVIDED AND REUNITED · LESSON 3.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

3.3 Reconstruction

OBJECTIVES

- Explain the Reconstruction amendments.
- Describe the achievements of the freedpeople and the Black church.
- Explain why Reconstruction ended and what followed.

> **Warm-up.** In 1865 four million people became free overnight, most with no land, money or schooling. What would they need most?

WATCH

Reconstruction after the Civil War Explained in 10 Minutes

Hip Hughes (HipHughes) · 10:20

https://www.youtube.com/watch?v=Bn23FIhUHQc

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

Note: The backup explains the 13th, 14th and 15th Amendments.

BACKUP VIDEO

The 13th, 14th, and 15th Amendments Explained

GPB Education · 7:15

https://www.youtube.com/watch?v=lMD9ITvixnI

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

KEY TERMS

Reconstruction

the rebuilding of the South and its readmission to the Union, 1865–1877

Thirteenth Amendment

the 1865 amendment abolishing slavery

Fourteenth Amendment

the 1868 amendment granting citizenship and equal protection of the laws

Fifteenth Amendment

the 1870 amendment forbidding denial of the vote by race

Freedmen's Bureau

the federal agency (1865–1872) that aided freed slaves with food, schools and contracts

CORE IDEAS

The amendments. The **Thirteenth Amendment** (1865) abolished slavery. The **Fourteenth** (1868) made all persons born in the United States citizens and forbade states to deny anyone "the equal protection of the laws." The **Fifteenth** (1870) forbade denying the vote on account of race. Together they overturned Dred Scott and wrote the Declaration's promise into the Constitution.

Freedom. Freedpeople walked hundreds of miles to find husbands, wives and children sold away. The **Freedmen's Bureau** and Northern churches founded thousands of schools and colleges such as Fisk, Howard and Morehouse. Adults and children crowded the classrooms to learn to read the Bible. Black churches, now independent, became the center of community life; the African Methodist Episcopal Church grew enormously. Hiram Revels, a minister, became the first Black senator in 1870.

Resistance. Many white Southerners resisted. Black Codes restricted freedpeople's movement and work. The Ku Klux Klan, founded in 1866, murdered and terrorized Black voters and their white allies until federal prosecutions in 1871–1872 broke it up. Most freedpeople never received land and became sharecroppers, renting land for a share of the crop and often sinking into debt.

The end. Northern voters tired of the struggle. In the Compromise of 1877, federal troops left the South. White "Redeemer" governments took power; by the 1890s poll taxes, literacy tests and violence had taken the vote from most Black men, and segregation ("Jim Crow") laws were upheld by the Supreme Court in Plessy v. Ferguson (1896). Booker T. Washington built Tuskegee Institute (1881) on self-help and industry. The promises of the amendments waited nearly a century to be enforced.

PICTURE STUDY



The First Colored Senator and Representatives, Currier and Ives, 1872 · Hand-colored lithograph · Library of Congress

Currier and Ives / Adam Cuerden, public domain. Wikimedia Commons.

This popular print shows Hiram Revels of Mississippi, the first Black senator, and six Black members of the House of Representatives in the 41st and 42nd Congresses.

Look closely

- The dignity and formality of the group.
- The names printed beneath each man in the original.

Talk about it

1. Why would such a print be sold to the public in 1872?
2. What happened to Black representation in Congress after 1877?

PRIMARY SOURCE

The Amendments and a Black Church Sermon

Read the Thirteenth, Fourteenth (section 1) and Fifteenth Amendments (National Archives), and one sermon from Early Black Church Sermons in the Classics Library. Then read Isaiah 61:1 and Galatians 3:28 in the KJV.

Steps

1. What does each amendment guarantee?
2. Which words of the Fourteenth Amendment are most important, and why?
3. What hope and counsel does the sermon give its hearers?
4. How do Isaiah 61:1 and Galatians 3:28 speak to the freedpeople?

Check your work

- ☐ Freedom, citizenship and equal protection, the vote
- ☐ Equal protection of the laws
- ☐ Faith, learning, perseverance
- ☐ Liberty to the captives; one in Christ

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1865 13th Amendment and Freedmen's Bureau; 1866 Civil Rights Act and the Klan founded; 1867 Reconstruction Acts; 1868 14th Amendment; 1870 15th Amendment and Revels; 1871 Ku Klux Klan Act; 1877 troops withdrawn; 1881 Tuskegee; 1896 Plessy v. Ferguson.
2. Map: mark the former Confederate states and the dates each was readmitted to the Union, and the locations of Fisk (Nashville), Howard (Washington) and Tuskegee (Alabama).

> **From history.** The Fisk Jubilee Singers toured America and Europe from 1871 singing spirituals, raising money to save their university. They sang for Queen Victoria, and their tours made the spirituals known worldwide.

> **Church history.** Richard Allen had founded the African Methodist Episcopal Church in Philadelphia in 1816. After the war its missionaries went south, and its membership grew from about 20,000 in 1856 to some 400,000 by 1880.

PRACTICE

1. Easy What did the Thirteenth Amendment do?

   ▼ **Show answer**

   Abolished slavery.

2. Easy What did the Fifteenth Amendment forbid?

   ▼ **Show answer**

   Denying the vote on account of race.

3. Medium Name a college founded for freedpeople.

   ▼ **Show answer**

   Fisk, Howard or Morehouse.

4. Medium When was the Ku Klux Klan founded?

   ▼ **Show answer**

   1866.

5. Hard What happened in 1877?

   ▼ **Show answer**

   Federal troops left the South and Reconstruction ended.

6. Challenge In four sentences, explain why Reconstruction ended.

   ▼ **Show answer**

   Sample: Many white Southerners resisted with Black Codes and Klan violence. Northern voters grew tired and turned to other concerns. The Compromise of 1877 withdrew federal troops. White governments then took the vote from Black men and passed segregation laws.

COMMON MISTAKES

- Thinking Reconstruction failed completely. The amendments, schools and churches it founded lasted and were later enforced.

- Thinking segregation came at once in 1865. Jim Crow laws spread mostly in the 1890s.

> **Scripture.** “There is neither Jew nor Greek, there is neither bond nor free, there is neither male nor female: for ye are all one in Christ Jesus.” (Galatians 3:28, KJV)
>
> All one in Christ Jesus.

UNIT 3 · AMERICA DIVIDED AND REUNITED · LESSON 3.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

3.4 Industrial America and Revival

OBJECTIVES

- Describe the growth of American industry after 1865.
- Describe the lives of immigrants and workers in the Gilded Age.
- Explain the revivals of D. L. Moody and the work of Christian charities.

> **Warm-up.** In 1869 a golden spike joined the railroads across America. By 1900 the United States made more steel than Britain and Germany together. Who paid for that, and who gained?

WATCH

What was the Gilded Age?

Khan Academy · 7:45

https://www.youtube.com/watch?v=2MEyuKGw6-A

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

Note: The backup is Hip Hughes on the transcontinental railroad.

BACKUP VIDEO

The Transcontinental Railroad Explained: US History Review

Hip Hughes (HipHughes) · 8:20

https://www.youtube.com/watch?v=1dc1RUzN9Sk

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

KEY TERMS

transcontinental railroad

the line joining East and West, completed at Promontory Summit, Utah, on 10 May 1869

Andrew Carnegie

Scottish-born steel maker (1835–1919) and philanthropist

John D. Rockefeller

founder of Standard Oil (1835–1937), a devout Baptist

Gilded Age

Mark Twain's name for the showy, corrupt prosperity of 1870–1900

D. L. Moody

Dwight L. Moody (1837–1899), evangelist and founder of schools and the Moody Bible Institute

CORE IDEAS

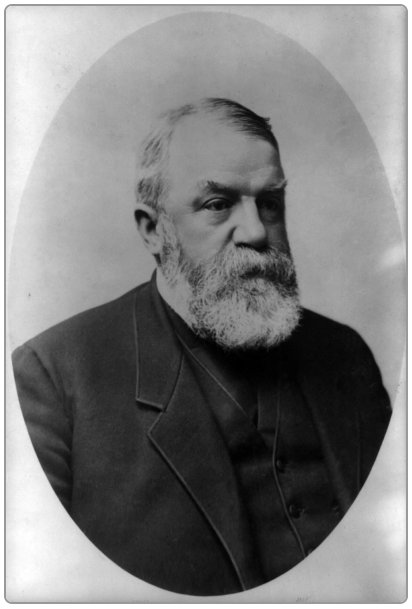
Industry. After 1865 railroads spread across the continent; the **transcontinental railroad** was completed in 1869, built largely by Irish and Chinese laborers. **Andrew Carnegie** made cheap steel with the Bessemer process; **John D. Rockefeller**'s Standard Oil controlled about 90 percent of oil refining. Edison's light bulb (1879) and Bell's telephone (1876) changed daily life. Carnegie wrote in "The Gospel of Wealth" (1889) that the rich man is a trustee for the poor; he built some 2,500 libraries.

Immigrants and workers. About 25 million immigrants came between 1865 and 1915, from Ireland, Germany, Scandinavia, Italy, Poland and Russia, many through Ellis Island after 1892. They filled tenements in New York and Chicago and worked ten or twelve hours in mills and mines. Strikes, such as the railroad strike of 1877 and Homestead (1892), were often violent. Jacob Riis photographed the slums in *How the Other Half Lives* (1890).

Moody. Dwight L. Moody, a shoe salesman with little schooling, was converted in Boston in 1855 and began a Sunday school among Chicago's poorest children. With the singer Ira Sankey he held great campaigns in Britain (1873–1875) and America, preaching to perhaps 100 million in his lifetime. He spoke plainly of "the three R's": ruin by sin, redemption by Christ, regeneration by the Holy Ghost. He founded schools at Northfield and the Chicago Bible Institute (1886).

Charity and missions. The YMCA, rescue missions such as Jerry McAuley's in New York (1872), and the Salvation Army, which arrived in 1880, served the cities. At Moody's Mount Hermon conference in 1886, a hundred students pledged to become missionaries, beginning the Student Volunteer Movement, whose watchword was "the evangelization of the world in this generation." Some 20,000 of its volunteers went overseas.

PICTURE STUDY



Dwight L. Moody, Unknown photographer, c. 1870s–1890s · Photograph · Library of Congress and Moody Bible Institute archives

Royalty Photo, public domain. Wikimedia Commons.

Moody was never ordained and had little schooling. He was proud to be a layman preaching the Gospel plainly.

Look closely

- The plain, businesslike dress.
- The steady, friendly face of a salesman turned preacher.

Talk about it

1. Why might ordinary people trust a preacher who looked like this?
2. How did Moody's background in business shape his campaigns?

PRIMARY SOURCE

Moody's Sermons

Read one sermon from Moody's selected sermons in the Classics Library, and Carnegie's "The Gospel of Wealth" (1889), opening section (free online). Then read Mark 8:36 and 1 Timothy 6:17–18 in the KJV.

Steps

1. What does Moody urge his hearers to do?
2. How plain is his language, and why?
3. What does Carnegie say the rich owe the poor?
4. How do Mark 8:36 and 1 Timothy 6:17–18 judge the Gilded Age?

Check your work

- ☐ Repent and believe in Christ now
- ☐ Very plain, for ordinary people
- ☐ To give their surplus wealth for the common good
- ☐ The soul is worth more than the world; the rich must be rich in good works

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1855 Moody converted; 1869 transcontinental railroad; 1873–1875 Moody and Sankey in Britain; 1876 telephone; 1877 railroad strike; 1879 light bulb; 1886 Mount Hermon and Chicago Bible Institute; 1889 Gospel of Wealth; 1890 How the Other Half Lives; 1892 Ellis Island and Homestead.
2. Map: mark the first transcontinental railroad (Omaha to Sacramento, joined at Promontory Summit), Chicago, Pittsburgh, New York and Ellis Island, and Northfield, Massachusetts.

> **From history.** Rockefeller tithed from his first job as a teenage clerk, and gave over 500 million dollars in his lifetime, including the founding of the University of Chicago and Spelman College.

> **Church history.** Fanny Crosby, blind from infancy, wrote over 8,000 hymns, among them “Blessed Assurance” and “To God Be the Glory.” Sankey sang many of them at Moody’s meetings.

PRACTICE

1. Easy When was the transcontinental railroad completed?

   ▼ **Show answer**

   1869.

2. Easy What did Carnegie make?

   ▼ **Show answer**

   Steel.

3. Medium What did Carnegie say in The Gospel of Wealth?

   ▼ **Show answer**

   The rich man is a trustee for the poor.

4. Medium Who was Moody’s singer?

   ▼ **Show answer**

   Ira Sankey.

5. Hard What did Moody found in Chicago in 1886?

   ▼ **Show answer**

   The Chicago Bible Institute.

6. Challenge In four sentences, explain Moody’s importance.

   ▼ **Show answer**

   Sample: Moody was a layman who preached plainly to millions in America and Britain. He called people to repent and trust Christ. He founded schools and a Bible institute to train workers. His conferences launched the Student Volunteer Movement, which sent thousands of missionaries abroad.

COMMON MISTAKES

- Thinking the Gilded Age was all corruption. It also saw invention, rising wages and great Christian charity.

- Thinking revival ignored the poor. Moody began among slum children, and revival fed missions, schools and charities.

> **Scripture.** “For I am not ashamed of the gospel of Christ: for it is the power of God unto salvation to every one that believeth; to the Jew first, and also to the Greek.” (Romans 1:16, KJV)
>
> Not ashamed of the Gospel.

UNIT 4

Missions and the New Imperialism

The nineteenth century was, in Kenneth Scott Latourette’s phrase, “the great century” of Christian missions: the Gospel went to the interior of Africa, China, India and the Pacific as never before. It was also the age of the new imperialism, when European powers carved up Africa and pressed on China and Japan. This unit tells both stories honestly, the faithfulness of missionaries and the crimes of empire, such as Leopold’s Congo and the Opium Wars.

Students read the missionaries’ own words (Carey, Livingstone, Hudson Taylor, Amy Carmichael), Churchill’s The River War, and accounts of the Boxer martyrs and the Mutiny of 1857.

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 describe the great missionary movement from Carey to the Edinburgh conference of 1910.
- ☐ I can explain the scramble for Africa and name the crimes of Leopold's Congo plainly.
- ☐ I can explain the Opium Wars, the Boxer Rising and the Meiji Restoration.
- ☐ I can describe British India, the rising of 1857 and the work of Amy Carmichael.
- ☐ I can distinguish missions from empire and judge both by Scripture.

LESSONS IN THIS UNIT

4.1	**The Great Century of Missions**	Four sessions, 30–50 minutes each
4.2	**The Scramble for Africa**	Four sessions, 30–50 minutes each
4.3	**The Opium Wars and Meiji Japan**	Four sessions, 30–50 minutes each
4.4	**The Raj**	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 was Carey's motto?

PART A · TERMS AND PEOPLE

2. 2 pts **Lesson 4.1**

   What practice did Carey help end?

PART A · TERMS AND PEOPLE

3. 2 pts **Lesson 4.1**

   What mission did Hudson Taylor found?

PART A · TERMS AND PEOPLE

4. 2 pts **Lesson 4.2**

   Name two motives for imperialism.

PART A · TERMS AND PEOPLE

5. 2 pts **Lesson 4.2**

   What rule did the Berlin Conference set?

PART A · TERMS AND PEOPLE

6. 2 pts **Lesson 4.2**

   What were Congo villagers forced to gather?

PART A · TERMS AND PEOPLE

7. 2 pts **Lesson 4.3**

   Who destroyed opium at Canton in 1839?

PART A · TERMS AND PEOPLE

8. 2 pts **Lesson 4.3**

   What did China give Britain in 1842?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 4.3**

What did the CIM refuse after 1900?

PART A · TERMS AND PEOPLE

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

What did Macaulay's minute of 1835 do?

PART A · TERMS AND PEOPLE

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

Where did the rising begin?

PART A · TERMS AND PEOPLE

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

Where was Amy Carmichael's home for children?

PART B · DATES AND ORDER

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

Put in order, earliest first: The Treaty of Nanking; The China Inland Mission is founded; The Edinburgh Missionary Conference; The Boxer Rising.

PART B · DATES AND ORDER

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

Put in order, earliest first: The Battle of Omdurman; The Edinburgh Missionary Conference; The Indian National Congress is founded; Macaulay's education minute.

PART B · DATES AND ORDER

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

Put in order, earliest first: Perry's treaty with Japan; The China Inland Mission is founded; The Battle of Adwa; The rising of 1857.

PART B · DATES AND ORDER

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

Put in order, earliest first: Livingstone arrives in Africa; The rising of 1857; The Edinburgh Missionary Conference; Carmichael's first rescue at Dohnavur.

PART C · READING SOURCES

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

Paul asks, "How then shall they call on him in whom they have not believed? and how shall they believe in him of whom they have not heard? and how shall they hear without a preacher?" (Romans 10:14). (a) What chain of steps does Paul describe? (b) How did Carey use this argument? (c) How does it apply to Christians today?

PART C · READING SOURCES

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

Solomon writes, "Open thy mouth for the dumb in the cause of all such as are appointed to destruction" (Proverbs 31:8). (a) For whom are we told to speak? (b) Who opened their mouths for the Congolese? (c) Why does this command still matter?

PART C · READING SOURCES

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

Christ tells the church at Smyrna, "Be thou faithful unto death, and I will give thee a crown of life" (Revelation 2:10). (a) What does Christ promise? (b) How did the Boxer martyrs live out this verse? (c) What became of the Chinese church after 1900?

PART D · MAP AND ESSAY

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

Locate or describe: Serampore, the Congo River, Khartoum, Omdurman, Canton (Guangzhou), Hong Kong, Beijing, Edo (Tokyo) Bay and Dohnavur.

PART D · MAP AND ESSAY

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

Essay (400–500 words): Were missionaries the servants of empire or its conscience? Use at least three of Livingstone, Hudson Taylor, the Congo reformers, the Boxer martyrs and Amy Carmichael, with two primary sources.

ANSWER KEY

1. Expect great things from God; attempt great things for God.
2. Sati, widow-burning.
3. The China Inland Mission, 1865.
4. Raw materials, markets, bases, prestige, a sense of mission.
5. Claims required effective occupation.
6. Wild rubber.
7. Lin Zexu.
8. Hong Kong and five open ports.
9. Compensation for its losses.
10. Made English the language of higher education.
11. Meerut, 10 May 1857.
12. Dohnavur.
13. The Treaty of Nanking (1842); The China Inland Mission is founded (1865); The Boxer Rising (1900); The Edinburgh Missionary Conference (1910).
14. Macaulay's education minute (1835); The Indian National Congress is founded (1885); The Battle of Omdurman (1898); The Edinburgh Missionary Conference (1910).
15. Perry's treaty with Japan (1854); The rising of 1857; The China Inland Mission is founded (1865); The Battle of Adwa (1896).
16. Livingstone arrives in Africa (1841); The rising of 1857; Carmichael's first rescue at Dohnavur (1901); The Edinburgh Missionary Conference (1910).
17. (a) Calling on the Lord requires belief, belief requires hearing, and hearing requires a preacher. (b) He argued that Christians must go and send preachers to the nations. (c) Christians are still called to send and support those who preach the Gospel.
18. (a) Those who cannot speak for themselves and are marked for destruction. (b) Missionaries such as Sheppard and the Harrises, and reformers like Morel and Casement. (c) The weak are still oppressed, and God still calls His people to speak for them.
19. (a) A crown of life to those faithful unto death. (b) Many refused to deny Christ and died forgiving their killers. (c) It grew, and later grew far more after the missionaries left.

20. Serampore on the Hooghly River near Calcutta; the Congo River flowing west through Central Africa to the Atlantic; Khartoum where the Blue and White Niles meet in Sudan; Omdurman across the Nile from Khartoum; Canton (Guangzhou) on the Pearl River in south China; Hong Kong, an island at the mouth of the Pearl River; Beijing in north China; Edo Bay on the Pacific coast of central Japan; Dohnavur near the southern tip of India in Tamil Nadu.
21. Look for: missions that began before and apart from empire (Carey, Taylor); missionaries who used or depended on imperial protection; missionaries who exposed abuses (the Congo Reform Association, opposition to opium); the cost they bore (the Boxer martyrs); the growth of native churches; a judgment from Scripture. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: A MISSIONARY BIOGRAPHY FROM PRIMARY SOURCES

Choose one missionary of the period 1792–1914 (for example William Carey, Adoniram and Ann Judson, David Livingstone, Hudson Taylor, Mary Slessor, John G. Paton, Lottie Moon or Amy Carmichael). Read at least two of his or her own letters, journals or books, free online.

Write a 1,000-word biography that quotes the primary sources at least four times, places the missionary in the history of the country, and judges fairly his or her relation to the empire of the day.

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 biography	4: a full, accurate life with four or more well-chosen quotations and a fair judgment. 3: fewer quotations or thinner context. 2: mostly from secondary sources. 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 · MISSIONS AND THE NEW IMPERIALISM · LESSON 4.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

4.1 The Great Century of Missions

OBJECTIVES

- Describe the beginnings of the modern missionary movement.
- Describe the work of Livingstone and Hudson Taylor in their own words.

- Explain the significance of the Edinburgh conference of 1910.

> **Warm-up.** In 1800 nearly all Christians lived in Europe and the Americas. By 1914 there were churches on every continent and in most countries. How did that happen?

WATCH

Our Story Begins - The history of the China Inland Mission and OMF International

OMF International · 3:30

https://www.youtube.com/watch?v=eZZfxzk464s

> **WHEN TO WATCH**
> With the Core idea on Hudson Taylor.

Note: A short history of the China Inland Mission from its own successor, OMF. The backup is the Torchlighters animated story of William Carey (about 30 minutes; made for younger viewers).

BACKUP VIDEO

The Torchlighters: The William Carey Story

Vision Video · 29:14

https://www.youtube.com/watch?v=-2GRRsbv_RA

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

KEY TERMS

William Carey
English Baptist (1761–1834), "father of modern missions," who served in India from 1793

David Livingstone
Scottish missionary and explorer of Africa (1813–1873)

Hudson Taylor
English missionary (1832–1905), founder of the China Inland Mission

faith mission
a mission that made no public appeals for money and trusted God to provide

Edinburgh 1910

the World Missionary Conference held in Edinburgh in June 1910

CORE IDEAS

Beginnings. In 1792 **William Carey**, a shoemaker and Baptist pastor, published *An Enquiry into the Obligations of Christians to Use Means for the Conversion of the Heathens* and preached, "Expect great things from God; attempt great things for God." He sailed for India in 1793. At Serampore he and his colleagues translated the Bible in whole or part into some forty languages and fought widow-burning (sati), banned in 1829. Societies multiplied: the London Missionary Society (1795), the Church Missionary Society (1799), and in America the Board of Commissioners (1810), which sent Adoniram and Ann Judson to Burma.

Livingstone. David Livingstone, a Scottish mill boy who studied medicine at night, went to southern Africa in 1841. He crossed the continent (1853–1856), saw the Victoria Falls, and wrote that he would open "a path for commerce and Christianity" to end the Arab slave trade. His reports of slave caravans moved Britain to press the Sultan of Zanzibar to close the slave market in 1873. He died on his knees in prayer in 1873; his African companions Susi and Chuma carried his body over a thousand miles to the coast.

Hudson Taylor. Hudson Taylor went to China in 1854. He adopted Chinese dress and in 1865 founded the China Inland Mission, a **faith mission** that sent workers, men and women from many denominations, into every inland province, trusting God for funds. By his death in 1905 the CIM had over 800 missionaries. Taylor opposed the opium trade and taught that "God's work done in God's way will never lack God's supply."

Edinburgh 1910. In June 1910 about 1,200 delegates from Protestant missions met at **Edinburgh** under the American Methodist layman John R. Mott. They surveyed the world and planned to reach every people. Fewer than twenty of the delegates came from Asia or Africa, and Latin America was left out of the program. Within a century, most Christians would live in the Global South, in churches that grew most after the missionaries left.

PICTURE STUDY



David Livingstone, Thomas Annan, 1864 · Photograph (carbon print) · Scottish National Portrait Gallery and other collections

Thomas Annan / Adam Cuerden, public domain. Wikimedia Commons.

The Glasgow photographer Thomas Annan took this portrait during Livingstone's last visit home, between his second and third African journeys.

Look closely

- The face lined by years of fever and travel.
- The plain dress of a Scottish working man made famous.

Talk about it

1. What does the photograph suggest about the cost of Livingstone's work?
2. Why did Victorians treat him as a national hero?

PRIMARY SOURCE

Carey and Livingstone in Their Own Words

Read section V of William Carey's *Enquiry* (1792) and the close of Livingstone's Cambridge lecture of 1857 ("I go back to Africa to try to make an open path for commerce and Christianity; do you carry out the work which I have begun"), both free online. Then read Romans 10:14 and Matthew 28:19 in the KJV.

Steps

1. What does Carey say Christians must do?
2. Why does Livingstone pair commerce and Christianity?
3. What does each man ask of his hearers?
4. How do Romans 10:14 and Matthew 28:19 ground their calling?

Check your work

- ☐ Use means: pray, plan, form societies, go
- ☐ To replace the slave trade with honest trade
- ☐ To go or to send
- ☐ How shall they hear without a preacher? Go and teach all nations

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1792 Carey's Enquiry; 1793 Carey sails; 1795 LMS; 1799 CMS; 1812 the Judsons sail; 1829 sati banned; 1841 Livingstone to Africa; 1854 Taylor to China; 1865 CIM founded; 1873 Livingstone dies; 1886 Student Volunteer Movement; 1910 Edinburgh conference.
2. Map: on a world map, mark Serampore, Rangoon (Burma), Kuruman and Lake Malawi, the CIM's inland provinces, the New Hebrides (John G. Paton) and Calabar (Mary Slessor).

> **From history.** When Henry Morton Stanley found Livingstone at Ujiji in 1871 he greeted him, "Dr. Livingstone, I presume?" Livingstone refused to go home with him.

> **Church history.** John G. Paton went to the cannibal islands of the New Hebrides in 1858. When warned he would be eaten, he answered that he would rather be eaten by cannibals than by worms, if he lived and died serving the Lord Jesus.

PRACTICE

1. Easy Who is called the father of modern missions?

   ▼ **Show answer**

   William Carey.

2. Easy Where did Carey serve?

   ▼ **Show answer**

   Serampore, India.

3. Medium Who went to Burma in 1812?

   ▼ **Show answer**

   Adoniram and Ann Judson.

4. Medium Who carried Livingstone's body to the coast?

   ▼ **Show answer**

   Susi and Chuma.

5. Hard What is a faith mission?

   ▼ **Show answer**

   One that makes no appeals for money and trusts God to provide.

6. Challenge In four sentences, compare Livingstone and Hudson Taylor.

   ▼ **Show answer**

   Sample: Both were driven by love for Christ and for a people far from the Gospel. Livingstone explored and opened routes in Africa, fighting the slave trade. Taylor went inland in China, wore Chinese dress and founded a faith mission. Both suffered greatly and inspired many to follow.

COMMON MISTAKES

- Thinking missions began with empire. Carey went to India against the East India Company's wishes, and Taylor went into inland China far from any colony.

- Thinking missionaries did only preaching. They also built schools, hospitals and alphabets, and fought sati, slavery and opium.

> **Scripture.** “Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost:” (Matthew 28:19, KJV)
>
> The Great Commission.

UNIT 4 · MISSIONS AND THE NEW IMPERIALISM · LESSON 4.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

4.2 The Scramble for Africa

OBJECTIVES

- Explain the causes and course of the scramble for Africa.
- Describe Leopold’s Congo and the campaign to expose it.
- Read Churchill’s account of Omdurman critically.

> **Warm-up.** In 1870 about a tenth of Africa was under European rule. By 1914 all but Ethiopia and Liberia were. How could it happen so fast?

WATCH

History's deadliest king - by Georges Nzongola-Ntalaja

TED-Ed · 5:55

https://www.youtube.com/watch?v=MU4vua2kNQY

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

Note: TED-Ed on Leopold II and the Congo Free State. Some descriptions of cruelty; preview first.

BACKUP VIDEO

Why didn't the Dutch also scramble Africa? (Short Animated Documentary)

History Matters · 8:10

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

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

KEY TERMS

new imperialism

the rapid European conquest of Africa and parts of Asia after about 1870

Berlin Conference

the meeting of 1884–1885 that set rules for claiming African territory

Congo Free State

King Leopold II's private colony (1885–1908)

Congo Reform Association

the movement led by E. D. Morel and Roger Casement, with missionaries, to expose Leopold's rule

Omdurman

the battle of 1898 in which Kitchener's army defeated the Mahdist army in Sudan

CORE IDEAS

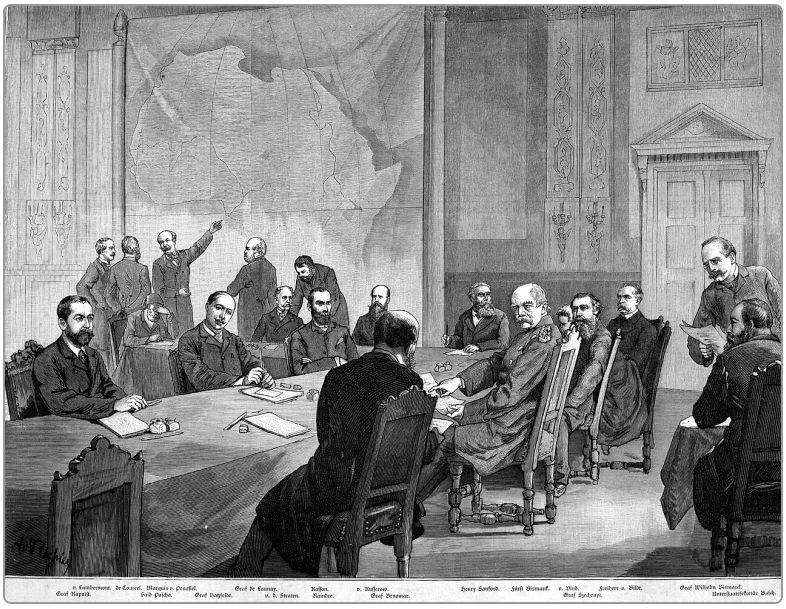
Causes. European powers sought raw materials (rubber, palm oil, copper, gold, diamonds), markets, naval bases and prestige. Quinine against malaria, steamboats and the machine gun made conquest possible; the poet Hilaire Belloc wrote, "Whatever happens, we have got / The Maxim gun, and they have not." Some acted from the belief that they brought civilization; others from greed. At the **Berlin Conference** (1884–1885) the powers agreed that a claim must be backed by "effective occupation," and the race began.

The partition. Britain took Egypt (1882), Sudan, Kenya, Nigeria, the Gold Coast and, after the Boer War (1899–1902), all of South Africa. France took most of West and North Africa; Germany took Tanganyika, Southwest Africa, Togo and Cameroon; Portugal, Italy, Spain and Belgium took the rest. Ethiopia under Menelik II destroyed an Italian army at Adwa (1896) and stayed free. In Sudan the Mahdi had killed General Gordon at Khartoum in 1885; at **Omdurman** in 1898 Kitchener's machine guns killed some 10,000 Sudanese for fewer than 50 British and Egyptian dead.

Leopold's Congo. King Leopold II of Belgium won recognition of the **Congo Free State** as his own property, promising to end slavery and bring Christianity. Instead his agents forced villagers to gather wild rubber under quotas, took women hostage, burned villages and cut off the hands of those who failed. Millions died from killing, famine and disease; estimates run from a few million up to about ten million. It was one of the great crimes of the age.

Exposure. Missionaries were among the first witnesses. The American Black Presbyterian William Sheppard reported the severed hands in 1899; the English Baptists Alice and John Harris photographed mutilated children and showed the pictures across Britain and America. E. D. Morel and Roger Casement founded the **Congo Reform Association** (1904). In 1908 Belgium took the Congo from Leopold. The campaign was one of the first great human-rights movements, and Christians were at its heart.

PICTURE STUDY



The Berlin Conference, Adalbert von Rößler, after a drawing, 1884 · Wood engraving, from the *Illustrirte Zeitung* · Published in Leipzig; many library copies

Adalbert von Roessler, public domain. Wikimedia Commons.

The German weekly *Illustrirte Zeitung* printed this scene of the conference hosted by Bismarck in Berlin. No African was present.

Look closely

- The great map of Africa on the wall.
- The diplomats in their formal dress; no African is in the room.

Talk about it

1. What does the absence of any African say about the conference?
2. Why might the map be the center of the picture?

PRIMARY SOURCE

Churchill at Omdurman

Read Winston Churchill's account of the Battle of Omdurman in The River War (1899), chapter 15, and his remarks on the treatment of the wounded and of the Mahdi's tomb. Then read Proverbs 31:8 and Isaiah 1:17 in the KJV.

Steps

1. How does Churchill describe the Dervish charge?
2. What does he say about the killing of the wounded?
3. What does he think of the desecration of the Mahdi's tomb?
4. How do Proverbs 31:8 and Isaiah 1:17 call Christians to speak for the victims of empire?

Check your work

- ☐ Brave men mown down by machine guns
- ☐ He condemns it
- ☐ He calls it a disgrace
- ☐ Speak for the voiceless; relieve the oppressed

TIMELINE AND MAP NOTEBOOK

1. Map: draw Africa in 1914, color the colonies of each European power, and mark Ethiopia and Liberia as independent; mark Khartoum, Omdurman, Adwa, the Congo River and Boma.
2. Timeline: 1869 Suez Canal; 1882 Britain occupies Egypt; 1884–1885 Berlin Conference; 1885 Gordon killed at Khartoum and Congo Free State; 1896 Adwa; 1898 Omdurman; 1899 Sheppard's report; 1899–1902 Boer War; 1904 Congo Reform Association; 1908 Belgium takes the Congo.

> **From history.** Churchill, then twenty-three, rode in the charge of the 21st Lancers at Omdurman, one of the last cavalry charges of the British Army.

> **Church history.** Samuel Ajayi Crowther, rescued from a slave ship as a boy in 1822, became the first African Anglican bishop in 1864 and led the Niger Mission.

PRACTICE

1. Easy How much of Africa was under European rule by 1914?

   ▼ **Show answer**

   All but Ethiopia and Liberia.

2. Easy What three technologies made conquest possible?

   ▼ **Show answer**

   Quinine, steamboats and the machine gun.

3. Medium Which African nation defeated Italy at Adwa?

   ▼ **Show answer**

   Ethiopia, under Menelik II.

4. Medium Who owned the Congo Free State?

   ▼ **Show answer**

   King Leopold II of Belgium.

5. Hard Which missionary reported the severed hands in 1899?

   ▼ **Show answer**

   William Sheppard.

6. Challenge In four sentences, describe the campaign against Leopold's Congo.

   ▼ **Show answer**

   Sample: Missionaries like Sheppard and the Harrises reported and photographed the atrocities. Morel and Casement founded the Congo Reform Association. Public meetings in Britain and America turned opinion against Leopold. In 1908 Belgium took the colony from him.

COMMON MISTAKES

- Thinking all Europeans in Africa were alike. Some missionaries depended on empire, but others, like Sheppard and the Harrises, exposed its crimes.

- Thinking Africa had no history before 1870. Ethiopia, the Sudanese states, the Zulu and the Asante had long histories of their own.

> **Scripture.** “Learn to do well; seek judgment, relieve the oppressed, judge the fatherless, plead for the widow.” (Isaiah 1:17, KJV)
>
> Relieve the oppressed.

UNIT 4 · MISSIONS AND THE NEW IMPERIALISM · LESSON 4.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

4.3 The Opium Wars and Meiji Japan

OBJECTIVES

- Explain the Opium Wars and their effects on China.
- Describe the Boxer Rising and the Boxer martyrs of 1900.
- Explain how Meiji Japan modernized after 1868.

> **Warm-up.** In the 1830s British merchants sold millions of pounds of opium a year to China. When China tried to stop it, Britain went to war. What does that tell you?

WATCH

The First Opium War: History Matters (Short Animated Documentary)

History Matters · 4:32

https://www.youtube.com/watch?v=u1dbOf63roI

> **WHEN TO WATCH**
> With the Core idea on the Opium Wars.

Note: The backup is a ten-minute history of the Meiji Restoration.

BACKUP VIDEO

Ten Minute History - The Meiji Restoration and the Empire of Japan (Short Documentary)

History Matters · 10:00

https://www.youtube.com/watch?v=Oc_un-o4hGc

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

KEY TERMS

Opium Wars
the wars of 1839–1842 and 1856–1860 in which Britain (and France) forced China to accept trade, including opium

unequal treaties
treaties forced on China, giving foreigners ports, land and special rights

Taiping Rebellion
the vast civil war of 1850–1864 led by Hong Xiuquan

Boxers
the Society of Righteous and Harmonious Fists, which rose against foreigners and Christians in 1899–1900

Meiji Restoration
the 1868 return of power to the Japanese emperor and the start of rapid modernization

Opium. Britain bought tea, silk and porcelain from China but had little China wanted, so the East India Company grew opium in India for smugglers to sell in China. Millions became addicted. In 1839 the commissioner Lin Zexu destroyed over 20,000 chests at Canton. Britain sent warships, and in the first **Opium War** (1839–1842) forced the Treaty of Nanking: Hong Kong ceded and five ports opened. A second war (1856–1860) ended with the burning of the emperor's Summer Palace. Many British Christians, among them Shaftesbury and Hudson Taylor, condemned the trade.

Rebellion. The **unequal treaties** humiliated the Qing dynasty. In 1850 Hong Xiuquan, a failed scholar who had read Christian tracts and believed he was Christ's younger brother, launched the **Taiping Rebellion**, which mixed false teaching with revolution. Twenty million or more died before it was crushed in 1864. Its horror made many Chinese suspicious of Christianity for generations.

The Boxers. In 1899–1900 the **Boxers** rose in north China to drive out foreigners and their religion, with the backing of the Empress Dowager Cixi. They killed some 200 Protestant missionaries and their children and about 30,000 Chinese Catholics and 2,000 Chinese Protestants. Many died refusing to deny Christ. An eight-nation army relieved the foreign legations in Beijing in August 1900 and looted the city. Hudson Taylor's CIM, which lost 58 missionaries and 21 children, refused any compensation.

Meiji Japan. Japan had closed itself since the 1630s. In 1853 Commodore Matthew Perry's American warships entered Edo Bay and forced a treaty in 1854. Determined not to suffer China's fate, young samurai overthrew the shogun and in 1868 restored power to the young emperor Meiji. Japan abolished the samurai class, built railways, factories, schools and a modern army and navy, and adopted a constitution (1889). It defeated China in 1895 and Russia in 1905, the first Asian victory over a European power in modern times. The ban on Christianity was lifted in 1873.

PICTURE STUDY



The Nemesis Destroying Chinese War Junks, Edward Duncan, 1843 · Aquatint, after a drawing by an officer present · National Maritime Museum, Greenwich, and other collections

Edward Duncan, public domain. Wikimedia Commons.

The East India Company's iron steamer *Nemesis* destroyed Chinese war junks on 7 January 1841. Its shallow draft let it go up rivers no warship had reached.

Look closely

- The iron steamship beside the wooden junks.
- The rocket strike and the exploding junk.

Talk about it

1. What does the picture show about the power of the new technology?
2. How might a Chinese viewer have felt about this print?

PRIMARY SOURCE

Lin Zexu's Letter to Queen Victoria

Read Commissioner Lin Zexu's letter to Queen Victoria (1839), in the Internet History Sourcebooks or other free collections, and one account of the Boxer martyrs, for example from the CIM's *Martyred Missionaries of the China Inland Mission* (1901, free online). Then read Revelation 2:10 and Matthew 5:10 in the KJV.

Steps

1. What does Lin ask the Queen?
2. What moral argument does he make?
3. How did the Boxer martyrs face death?
4. How do Revelation 2:10 and Matthew 5:10 speak to them?

Check your work

- ☐ To stop the opium trade
- ☐ Britain would not allow opium at home
- ☐ Many with prayer and forgiveness
- ☐ Faithful unto death; blessed are the persecuted

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1839 Lin destroys opium; 1839–1842 First Opium War; 1842 Treaty of Nanking; 1850–1864 Taiping; 1853–1854 Perry; 1856–1860 Second Opium War; 1868 Meiji Restoration; 1873 ban on Christianity lifted; 1889 Meiji constitution; 1894–1895 Sino-Japanese War; 1900 Boxers; 1904–1905 Russo-Japanese War.
2. Map: mark Canton, Hong Kong, Shanghai, Nanking, Beijing and Taiyuan in China; Edo (Tokyo), Yokohama and Nagasaki in Japan; and Port Arthur.

> **From history.** The Taiping Rebellion was the bloodiest civil war of the nineteenth century, far deadlier than the American Civil War fought at the same time.

> **Church history.** At Taiyuan in Shanxi, on 9 July 1900, the governor Yuxian had forty-four foreign missionaries and their children, Protestant and Catholic, executed in a single day, along with many Chinese Christians.

PRACTICE

1. Easy Why did British merchants sell opium in China?

   ▼ **Show answer**

   To pay for tea and silk, since China wanted few British goods.

2. Easy What treaty ended the First Opium War?

   ▼ **Show answer**

   The Treaty of Nanking, 1842.

3. Medium What were the unequal treaties?

   ▼ **Show answer**

   Treaties forced on China giving foreigners special rights.

4. Medium Who backed the Boxers?

   ▼ **Show answer**

   The Empress Dowager Cixi.

5. Hard Who opened Japan in 1853–1854?

   ▼ **Show answer**

   Commodore Matthew Perry.

6. Challenge In four sentences, compare China's and Japan's responses to the West.

   ▼ **Show answer**

   Sample: China's Qing dynasty resisted change and was humiliated by wars and treaties. Rebellions like the Taiping and Boxers weakened it further. Japan overthrew its old order and modernized quickly from 1868. By 1905 Japan had defeated both China and Russia.

COMMON MISTAKES

- Thinking missionaries brought the opium. Many missionaries fought the trade, which was run by merchants and the government of India.

- Thinking Japan simply copied the West. It chose carefully what to adopt and kept its emperor, language and culture.

> **Scripture.** “Blessed are they which are persecuted for righteousness’ sake: for theirs is the kingdom of heaven.” (Matthew 5:10, KJV)
>
> Blessed are the persecuted.

UNIT 4 · MISSIONS AND THE NEW IMPERIALISM · LESSON 4.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

4.4 The Raj

OBJECTIVES

- Describe British rule in India from the East India Company to the Raj.
- Explain the rising of 1857 and its results.
- Describe the work of Amy Carmichael at Dohnavur.

> **Warm-up.** By 1900 a few thousand British officials governed some 300 million Indians. How was that possible, and how did Indians respond?

WATCH

Ten Minute History - The Late British Empire (Short Documentary)

History Matters · 9:59

https://www.youtube.com/watch?v=uifyFUL22PA

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

Note: A ten-minute survey of the later British Empire, including India. It does not cover the missionaries in this lesson.

KEY TERMS

East India Company

the British trading company that ruled much of India until 1858

Rising of 1857

the great revolt of Indian soldiers (sepoys) and others, also called the Indian Mutiny

the Raj

British Crown rule in India, 1858–1947

Indian National Congress

the movement for Indian self-rule founded in 1885

Amy Carmichael

Irish missionary (1867–1951) who rescued children from temple service at Dohnavur

CORE IDEAS

The Company. After Plassey (1757) the **East India Company** conquered or controlled most of India by 1850. British officials ended sati (1829) and suppressed the thugs, and built roads, canals and railways; Thomas Macaulay's minute of 1835 made English the language of higher education. But many Indians resented the annexation of their states, high land taxes and disrespect for their customs.

1857. In 1857 a rumor spread that new rifle cartridges were greased with cow and pig fat, offensive to Hindus and Muslims. Sepoys at Meerut rose on 10 May, killed their officers and marched to Delhi. The **rising** spread across north India. At Cawnpore some 200 British women and children were killed; British reprisals were savage, with villages burned and rebels blown from cannon. Both sides committed atrocities. The rising was crushed by 1858.

The Raj. In 1858 the Crown took over from the Company, and in 1877 Queen Victoria was proclaimed Empress of India. **The Raj** brought railways (nearly 25,000 miles by 1900), universities and a unified legal system, but also famines in which millions died while grain was exported. Educated Indians founded the **Indian National Congress** in 1885 to seek a greater share in government, and Mohandas Gandhi began his work in South Africa in 1893.

Amy Carmichael. Amy Carmichael, from Northern Ireland, went to India in 1895. At Dohnavur in the far south she learned that young girls were given to Hindu temples and forced into prostitution. From 1901, when a seven-year-old named Preena escaped to her, she rescued hundreds of children, wearing Indian dress and staining her skin with coffee to travel unnoticed. The Dohnavur Fellowship cared for over a thousand children. She wrote some thirty-five books, among them *Things as They Are* (1903).

PICTURE STUDY



The Ruins of the Residency, Lucknow, Felice Beato, 1858 · Albumen silver print · J. Paul Getty Museum and other collections

Felice Beato, public domain. Wikimedia Commons.

British residents, soldiers and loyal Indian troops were besieged in the Residency at Lucknow for five months in 1857. Beato photographed the ruins a few months later.

Look closely

- The walls broken by months of cannon fire.
- The empty, silent ground around the ruins.

Talk about it

1. What does the photograph tell you about the violence of 1857?
2. Why might the British have left the ruins standing as a memorial?

PRIMARY SOURCE

Things as They Are

Read chapter 1 and one later chapter of Amy Carmichael, *Things as They Are: Mission Work in Southern India* (1903), free online, and Queen Victoria's Proclamation of 1858 (free online). Then read Mark 10:14 and Psalm 68:5 in the KJV.

Steps

1. Why did Carmichael call her book "Things as They Are"?
2. What does she say about the children given to temples?
3. What does the Queen's Proclamation promise Indians?
4. How do Mark 10:14 and Psalm 68:5 describe her calling?

Check your work

- ☐ To tell the truth, not a rosy picture
- ☐ They were in danger and needed rescue
- ☐ Religious toleration and equal protection
- ☐ Christ welcomes children; God is father of the fatherless

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1757 Plassey; 1793 Carey arrives; 1829 sati banned; 1835 Macaulay's minute; 1853 first railway; 1857 rising; 1858 Crown rule; 1877 Victoria Empress; 1885 Congress founded; 1895 Carmichael arrives; 1901 Preena; 1903 Things as They Are.
2. Map: mark Calcutta, Bombay, Madras, Delhi, Meerut, Cawnpore, Lucknow and Dohnavur, with the main railway lines of 1900.

> **From history.** Pandita Ramabai, a Brahmin scholar converted to Christ, founded a home for widows in 1889 and the Mukti Mission near Pune in 1896 for widows and orphans and translated the Bible into Marathi.

> **Church history.** Carmichael wrote, “You can give without loving, but you cannot love without giving.” She served in India for fifty-five years without once going home on furlough.

PRACTICE

1. Easy After which battle did the Company begin to rule Bengal?

   ▼ **Show answer**

   Plassey, 1757.

2. Easy What sparked the rising of 1857?

   ▼ **Show answer**

   Rumors that cartridges were greased with cow and pig fat.

3. Medium What was the Raj?

   ▼ **Show answer**

   British Crown rule in India, 1858–1947.

4. Medium Where did Gandhi begin his work in 1893?

   ▼ **Show answer**

   South Africa.

5. Hard From what did Carmichael rescue children?

   ▼ **Show answer**

   Being given to Hindu temples.

6. Challenge In four sentences, describe Amy Carmichael’s work.

   ▼ **Show answer**

   Sample: She learned that girls were given to temples and abused. From 1901 she began to rescue them, dressing as an Indian to travel unseen. She built the Dohnavur Fellowship as a family for over a thousand children. Her books told Christians in Britain the truth about the need.

COMMON MISTAKES

- Thinking the rising of 1857 was only a mutiny. It was also a popular revolt in parts of north India.

- Thinking all missionaries supported the Raj. Many criticized its injustices and served the poorest Indians.

> **Scripture.** “A father of the fatherless, and a judge of the widows, is God in his holy habitation.” (Psalm 68:5, KJV)
>
> A father of the fatherless.

UNIT 5

The Great War

In August 1914 the great powers of Europe, after a century without a general war, marched to war expecting it to be over by Christmas. It lasted more than four years and killed some ten million soldiers. The war destroyed four empires, brought the Armenian genocide and the Russian Revolution, and ended in a peace that many feared would not last.

Students read Vera Brittain’s Testament of Youth, John McCrae’s “In Flanders Fields,” T. E. Lawrence, Ambassador Morgenthau’s account of the Armenian genocide, and Wilson’s Fourteen Points.

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 long-term and immediate causes of the First World War.
- ☐ I can describe trench warfare on the Western Front and its human cost.
- ☐ I can describe Gallipoli, the Arab Revolt and the Armenian genocide.
- ☐ I can explain the Fourteen Points and the Treaty of Versailles.
- ☐ I can describe how Christians endured and responded to the war.

LESSONS IN THIS UNIT

5.1	**Causes**	Four sessions, 30–50 minutes each
5.2	**The Western Front**	Four sessions, 30–50 minutes each
5.3	**Gallipoli, Arabia and the Armenian Genocide**	Four sessions, 30–50 minutes each
5.4	**Versailles**	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**

   Which powers made up the Triple Alliance?

PART A · TERMS AND PEOPLE

2. (2 pts) **Lesson 5.1**

   Who shot him?

PART A · TERMS AND PEOPLE

3. (2 pts) **Lesson 5.1**

   What did the German chancellor call the Belgian treaty?

PART A · TERMS AND PEOPLE

4. (2 pts) **Lesson 5.2**

   How long was the Western Front?

PART A · TERMS AND PEOPLE

5. (2 pts) **Lesson 5.2**

   Where was poison gas first used on the Western Front?

PART A · TERMS AND PEOPLE

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

Who wrote “In Flanders Fields”?

PART A · TERMS AND PEOPLE

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

When did the landings at Gallipoli begin?

PART A · TERMS AND PEOPLE

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

What does ANZAC stand for?

PART A · TERMS AND PEOPLE

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

What did the Balfour Declaration favor?

PART A · TERMS AND PEOPLE

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

What is self-determination?

PART A · TERMS AND PEOPLE

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

What did Clemenceau want most?

PART A · TERMS AND PEOPLE

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

What were reparations set at?

PART B · DATES AND ORDER

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

Put in order, earliest first: The Ottoman armistice; The Fourteen Points; Allenby enters Jerusalem; The First Balkan War.

PART B · DATES AND ORDER

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

Put in order, earliest first: The Treaty of Versailles; The Battle of the Marne; The Franco-Russian alliance; The Arab Revolt begins.

PART B · DATES AND ORDER

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

Put in order, earliest first: The Franco-Russian alliance; Gas is used at Ypres; The Gallipoli landings; The assassination at Sarajevo.

PART B · DATES AND ORDER

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

Put in order, earliest first: The Treaty of Lausanne; The Franco-Russian alliance; The Ottoman armistice; Gas is used at Ypres.

PART C · READING SOURCES

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

James asks, “From whence come wars and fightings among you? come they not hence, even of your lusts that war in your members?” (James 4:1). (a) Where does James locate the source of war? (b) Which “lusts” of nations and rulers helped bring the war of 1914? (c) Why can treaties alone not prevent war?

PART C · READING SOURCES

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

Jesus said, “Greater love hath no man than this, that a man lay down his life for his friends” (John 15:13). (a) What is the greatest love, according to Jesus? (b) How were these words used on war memorials after 1918? (c) How does Christ’s own death fulfill them more fully?

PART C · READING SOURCES

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

The psalmist cries, “LORD, how long shall the wicked, how long shall the wicked triumph?” (Psalm 94:3). (a) What question does the psalmist ask? (b) Why might Armenian Christians have prayed this psalm? (c) How does the rest of Psalm 94 answer it?

PART D · MAP AND ESSAY

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

Locate or describe: Sarajevo, Belgium, the Marne, the Somme, Verdun, Ypres, Gallipoli, Aqaba and Versailles.

PART D · MAP AND ESSAY

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

Essay (400–500 words): Why did the Great War last so long and cost so much? Use the alliance system, trench warfare, the Somme or Verdun, and at least two primary sources.

ANSWER KEY

1. Germany, Austria-Hungary and Italy.
2. Gavrilo Princip.
3. A scrap of paper.
4. About 475 miles.
5. Ypres, 1915.
6. John McCrae.
7. 25 April 1915.
8. Australian and New Zealand Army Corps.
9. A Jewish national home in Palestine.
10. The principle that peoples choose their own government.
11. Security against Germany.
12. 132 billion gold marks.
13. The First Balkan War (1912); Allenby enters Jerusalem (1917); The Fourteen Points (1918); The Ottoman armistice (1918).
14. The Franco-Russian alliance (1894); The Battle of the Marne (1914); The Arab Revolt begins (1916); The Treaty of Versailles (1919).
15. The Franco-Russian alliance (1894); The assassination at Sarajevo (1914); Gas is used at Ypres (1915); The Gallipoli landings (1915).
16. The Franco-Russian alliance (1894); Gas is used at Ypres (1915); The Ottoman armistice (1918); The Treaty of Lausanne (1923).
17. (a) In the sinful desires of the heart. (b) Pride, ambition, fear and the desire for power and prestige. (c) Because the human heart must be changed; treaties can restrain but not cure sin.
18. (a) Laying down one's life for one's friends. (b) They honored soldiers who died for their comrades and country. (c) Christ laid down His life for sinners, even for His enemies, to save them.
19. (a) How long God will let the wicked triumph. (b) They suffered massacre and death marches while the world did little. (c) God sees and will judge the wicked and is a refuge for His people.
20. Sarajevo in Bosnia, then part of Austria-Hungary; Belgium between France and Germany, whose neutrality Germany violated; the Marne River east of Paris; the

Somme River in northern France; Verdun, a fortress city on the Meuse in northeastern France; Ypres in western Belgium (Flanders); the Gallipoli peninsula on the Dardanelles in Turkey; Aqaba at the head of the Gulf of Aqaba on the Red Sea; Versailles west of Paris.

21. Look for: alliances and mobilization plans that spread the war; the stalemate of trenches, machine guns, wire and artillery; failed offensives and attrition (Verdun, the Somme, Passchendaele); national resolve and propaganda; the blockade; American entry; Brittain or McCrae; a judgment from Scripture (James 4:1). Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: LETTERS FROM THE FRONT

Read at least six real letters or diary entries from the war, written by soldiers, nurses or families (for example from the Imperial War Museums, the Library of Congress Veterans History Project, Brittain's Letters from a Lost Generation, or published collections of soldiers' letters).

Write a series of five letters in the voice of a soldier or nurse, dated and placed exactly (for example, the Somme in July 1916), drawing every detail from your sources. Add a 300-word note listing your sources and explaining which details came from each.

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: five vivid, accurate letters, every detail traceable to a named source. 3: some details unsourced. 2: generic or anachronistic. 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 GREAT WAR · LESSON 5.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

5.1 Causes

OBJECTIVES

- Explain the long-term causes of the war: militarism, alliances, imperialism and nationalism.

- Describe the July Crisis of 1914 from Sarajevo to the declarations of war.
- Weigh the responsibility of the powers.

> **Warm-up.** One historian wrote that Europe in 1914 was like a powder keg. Who lit the match, and who built the keg?

WATCH

A Shot that Changed the World - The Assassination of Franz Ferdinand I PRELUDE TO WW1 - Part 3/3

The Great War · 8:12

https://www.youtube.com/watch?v=ZmHxq28440c

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

BACKUP VIDEO

The Outbreak of WWI - From Local Conflict to World War in 1914 I THE GREAT WAR Week 1

The Great War · 7:24

https://www.youtube.com/watch?v=6FgaL0xIazk

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

KEY TERMS

Triple Entente
the alignment of France, Russia and Britain

Triple Alliance
the alliance of Germany, Austria-Hungary and Italy

Franz Ferdinand
heir to the Austro-Hungarian throne, assassinated at Sarajevo on 28 June 1914

blank cheque
Germany's promise of 5–6 July 1914 to support Austria-Hungary whatever it did

Schlieffen Plan

Germany's plan to defeat France quickly through Belgium before turning on Russia

CORE IDEAS

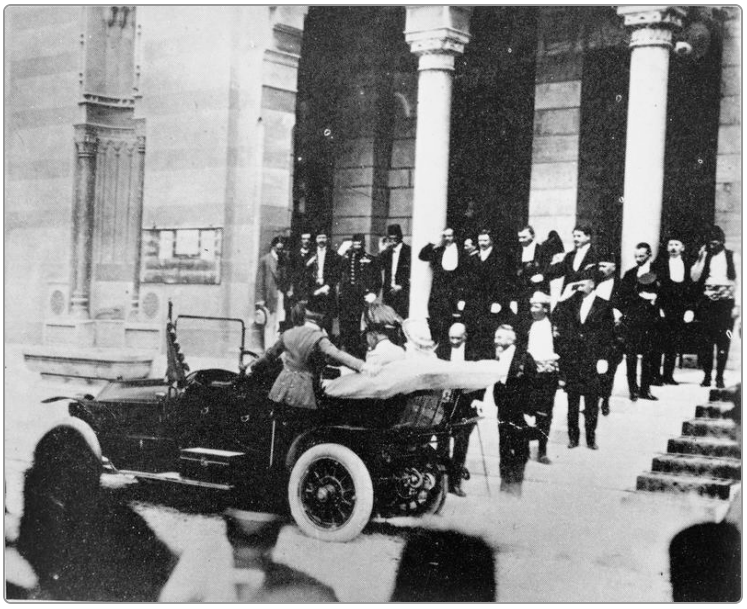
The keg. After 1871 Bismarck's alliances kept the peace, but William II let the treaty with Russia lapse in 1890. France and Russia allied (1894); Britain settled its quarrels with France (1904) and Russia (1907), forming the **Triple Entente** against the **Triple Alliance**. Germany built a great navy to rival Britain's, and every power kept huge conscript armies. Crises over Morocco (1905, 1911) and the Balkan Wars (1912–1913) raised tension. Nationalism stirred the Serbs and other Slavs inside Austria-Hungary.

Sarajevo. On 28 June 1914 **Archduke Franz Ferdinand** and his wife Sophie were shot at Sarajevo by Gavrilo Princip, a Bosnian Serb student armed by a Serbian secret society, the Black Hand. Austria-Hungary resolved to crush Serbia. On 5–6 July Germany gave its **blank cheque** of support. On 23 July Austria sent Serbia an ultimatum designed to be refused, and on 28 July declared war.

The chain. Russia began to mobilize to protect Serbia. Germany declared war on Russia (1 August) and on France (3 August). Under the **Schlieffen Plan** German armies marched through neutral Belgium, and Britain declared war on 4 August to defend Belgium, whose neutrality it had guaranteed in 1839. The German chancellor called the treaty "a scrap of paper." Within a week the great powers were at war. The Ottoman Empire joined Germany in November; Italy joined the Allies in 1915.

Responsibility. Historians still argue. The Treaty of Versailles laid the blame on Germany and its allies; others stress Austria's ultimatum, Russia's early mobilization, French support for Russia, or rigid military timetables on all sides. Sir Edward Grey, Britain's foreign secretary, said on 3 August: "The lamps are going out all over Europe; we shall not see them lit again in our life-time." Christian leaders on every side blessed their nation's cause; few spoke of the sins that all shared.

PICTURE STUDY



Franz Ferdinand and Sophie at Sarajevo, Unknown photographer, 28 June 1914 · Photograph · Several archives

Photographer unknown, public domain. Wikimedia Commons.

This photograph was taken minutes before the assassination. The couple had come to Sarajevo on their wedding anniversary.

Look closely

- The archduke's dress uniform and plumed helmet.
- The open car and the crowds.

Talk about it

1. How did security on that day make the assassination possible?
2. Why might one murder lead to a world war?

PRIMARY SOURCE

The July Crisis Documents

Read the Austro-Hungarian ultimatum to Serbia (23 July 1914) and Britain's declaration of 4 August, with Sir Edward Grey's speech of 3 August, in the FirstWorldWar.com primary documents or the BYU World War I Document Archive (free online). Then read James 4:1 and Proverbs 16:18 in the KJV.

Steps

1. What did Austria demand of Serbia?
2. Why was the ultimatum hard to accept?
3. Why did Britain enter the war?
4. How do James 4:1 and Proverbs 16:18 explain the war?

Check your work

- ☐ Suppression of anti-Austrian groups and Austrian part in the inquiry
- ☐ It struck at Serbian sovereignty
- ☐ To defend Belgian neutrality and France
- ☐ Wars come from lusts; pride goes before destruction

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1871 German Empire; 1882 Triple Alliance; 1890 Bismarck dismissed; 1894 Franco-Russian alliance; 1904 Entente Cordiale; 1905 First Moroccan Crisis; 1907 Anglo-Russian Entente; 1912–1913 Balkan Wars; 28 June 1914 Sarajevo; 5–6 July blank cheque; 23 July ultimatum; 28 July Austria declares war; 1–4 August declarations.
2. Map: color Europe in 1914 by alliance (Entente and Central Powers) and mark Sarajevo, Belgrade, Vienna, Berlin, Paris, St. Petersburg, London and Belgium.

> **From history.** Princip was nineteen, too young under Austrian law to be executed. He died of tuberculosis in prison in 1918.

> **Church history.** On 1 August 1914 Pope Pius X said he would gladly give his life to stop the war. He died on 20 August; his successor Benedict XV spent his reign calling for peace.

PRACTICE

1. Easy Which powers made up the Triple Entente?

   ▼ **Show answer**

   France, Russia and Britain.

2. Easy Who was assassinated at Sarajevo?

   ▼ **Show answer**

   Archduke Franz Ferdinand and his wife Sophie.

3. Medium What was the blank cheque?

   ▼ **Show answer**

   Germany's promise to support Austria-Hungary.

4. Medium Why did Britain declare war?

   ▼ **Show answer**

   Germany invaded neutral Belgium.

5. Hard What did Grey say about the lamps?

   ▼ **Show answer**

   They were going out all over Europe.

6. Challenge In four sentences, trace the July Crisis.

   ▼ **Show answer**

   Sample: Franz Ferdinand was assassinated on 28 June. Germany promised Austria support, and Austria sent Serbia an ultimatum and declared war. Russia mobilized, and Germany declared war on Russia and France. Germany invaded Belgium, and Britain declared war on 4 August.

COMMON MISTAKES

- Thinking one assassination caused the war. It lit a fuse set by alliances, militarism and nationalism.

- Thinking everyone wanted war. Many leaders hoped to avoid a general war but took risks that made it likely.

> **Scripture.** “Pride goeth before destruction, and an haughty spirit before a fall.” (Proverbs 16:18, KJV)
>
> Pride goes before destruction.

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

5.2 The Western Front

OBJECTIVES

- Explain why the Western Front became a stalemate.
- Describe the great battles of Verdun and the Somme.
- Read Vera Brittain and “In Flanders Fields” as witnesses.

> **Warm-up.** On 1 July 1916, the first day of the Somme, the British army lost about 57,000 men killed, wounded or missing, the worst day in its history. How could commanders keep ordering such attacks?

WATCH

Why WW1 Turned Into Trench Warfare (WW1 Documentary)

The Great War · 19:12

https://www.youtube.com/watch?v=qrXmu6UdaT4

> **WHEN TO WATCH**
> After the Core ideas; a longer video, so it may be split over two sessions.

Note: The Great War on why the war became a war of trenches. The backup is the Imperial War Museums on life in the trenches.

BACKUP VIDEO

Life in the Trenches WW1

Imperial War Museums · 8:44

https://www.youtube.com/watch?v=9E7xYLv8N2E

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

KEY TERMS

Marne
the battle of September 1914 that stopped the German advance on Paris

no man's land
the ground between opposing trenches

Somme
the British and French offensive of July–November 1916

trench warfare
fighting from lines of dug-in trenches protected by wire, machine guns and artillery

Verdun
the German offensive of 1916 against the French fortress city

CORE IDEAS

Stalemate. The Schlieffen Plan failed at the **Marne** in September 1914. Both sides dug in, and by November a line of trenches ran 475 miles from the Channel to Switzerland. Barbed wire, machine guns and artillery made attack across **no man's land** deadly. Generals tried ever larger bombardments, poison gas (first used by Germany at Ypres in 1915) and finally tanks (1916) to break through.

Verdun and the Somme. In February 1916 Germany attacked **Verdun**, aiming, its commander later claimed, to "bleed France white." The French held, under the cry "They shall not pass," but the two sides lost some 700,000 men in ten months. To relieve Verdun, Britain and France attacked on the **Somme** on 1 July. The bombardment had failed to cut the wire, and the advancing lines were cut down. By November the Allies had gained about six miles at a cost of over 600,000 casualties, with as many German losses.

The soldiers. Soldiers lived in mud with rats, lice and the dead; trench foot and shell shock were common. Units rotated between the front line, support and rest. At Christmas 1914 soldiers in parts of the line held an unofficial truce and sang carols. The Canadian doctor John McCrae wrote "In Flanders Fields" in May 1915 after burying a friend at Ypres. Vera Brittain, a nurse, lost her fiancé, her brother and two close friends; her *Testament of Youth* (1933) speaks for a generation.

The end. In 1917 the French army mutinied after a failed offensive, and the British fought in the mud of Passchendaele. Unrestricted German submarine warfare and the Zimmermann Telegram brought the United States into the war in April 1917. After Russia left the war, Germany's spring offensive of 1918 nearly reached Paris, but the Allies, with fresh American troops, counterattacked from August. The armistice took effect at 11 a.m. on 11 November 1918.

PICTURE STUDY



Gassed, John Singer Sargent, 1919 · Oil on canvas · Imperial War Museum, London

John Singer Sargent, public domain. Wikimedia Commons.

Sargent was sent to the front as a war artist in 1918. He painted this scene from what he saw at a dressing station near Arras after a mustard-gas attack.

Look closely

- The line of blinded men holding on to each other.
- The wounded lying on the ground, and a football game far in the background.

Talk about it

1. What does the line of men remind you of?
2. Why might Sargent include the distant football game?

PRIMARY SOURCE

Brittain and McCrae

Read John McCrae's poem "In Flanders Fields" (1915), free online, and chapter 6 or 7 of Vera Brittain's Testament of Youth, on the death of Roland Leighton. Then read John 15:13 and Psalm 23:4 in the KJV.

Steps

1. Who speaks in McCrae's poem, and what do they ask?
2. How does Brittain describe the news of Roland's death?
3. How do the two writers differ in their view of the war?
4. How do John 15:13 and Psalm 23:4 speak to the soldiers and their families?

Check your work

- ☐ The dead; to take up the quarrel
- ☐ Shock, numbness and grief
- ☐ McCrae calls for the fight to go on; Brittain mourns its waste
- ☐ Laying down one's life; God's presence in the valley of death

TIMELINE AND MAP NOTEBOOK

1. Map: draw the Western Front from the Channel to Switzerland in 1915 and mark the Marne, Ypres, Verdun, the Somme, Passchendaele, Arras and the line of the German advance in 1918.
2. Timeline: September 1914 Marne; December 1914 Christmas truce; April 1915 gas at Ypres; February 1916 Verdun; 1 July 1916 the Somme; September 1916 first tanks; April 1917 U.S. enters; July–November 1917 Passchendaele; March 1918 spring offensive; 11 November 1918 armistice.

> **From history.** The British used about 60,000 horses at the front at once; some eight million horses died in the war on all sides.

> **Church history.** The Anglican chaplain Geoffrey Studdert Kennedy, "Woodbine Willie," gave cigarettes and the Gospel to soldiers in the trenches and won the Military Cross at Messines in 1917.

PRACTICE

1. Easy Which battle stopped the German advance in 1914?

   ▼ **Show answer**

   The Marne.

2. Easy What made attack so deadly?

   ▼ **Show answer**

   Barbed wire, machine guns and artillery.

3. Medium When were tanks first used?

   ▼ **Show answer**

   1916.

4. Medium What happened at Christmas 1914?

   ▼ **Show answer**

   An unofficial truce in parts of the line.

5. Hard Whom did Vera Brittain lose?

   ▼ **Show answer**

   Her fiancé, her brother and two close friends.

6. Challenge In four sentences, describe the Battle of the Somme.

   ▼ **Show answer**

   Sample: Britain and France attacked on 1 July 1916 to relieve Verdun. The bombardment failed to cut the wire, and British troops were cut down by machine guns. The first day cost about 57,000 British casualties. By November the Allies had gained only about six miles for over 600,000 casualties.

COMMON MISTAKES

- Thinking the generals did not care. Most grieved their losses, but they faced a new kind of war no one knew how to win.
- Thinking the Western Front was the whole war. Fighting raged in the East, Italy, the Balkans, the Middle East, Africa and at sea.

> **Scripture.** “Yea, though I walk through the valley of the shadow of death, I will fear no evil: for thou art with me; thy rod and thy staff they comfort me.” (Psalm 23:4, KJV)
>
> The valley of the shadow of death.

UNIT 5 · THE GREAT WAR · LESSON 5.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

5.3 Gallipoli, Arabia and the Armenian Genocide

OBJECTIVES

- Describe the Gallipoli campaign and its results.
- Describe the Arab Revolt and the promises made in the Middle East.
- Explain the Armenian genocide and name it plainly.

> **Warm-up.** In 1915 the Ottoman government began to destroy its Armenian people, among the oldest Christian nations in the world. Why is it important to remember this?

WATCH

Ugly History: The Armenian Genocide - Ümit Kurt

TED-Ed · 7:40

https://www.youtube.com/watch?v=DXgrI8GlUB8

> **WHEN TO WATCH**
> With the Core idea on the Armenian Genocide.

Note: TED-Ed on the Armenian Genocide; it describes mass killing, so preview first. The backup covers the Gallipoli campaign.

BACKUP VIDEO

Gallipoli 1915 - The Great War DOCUMENTARY

Kings and Generals · 13:49

https://www.youtube.com/watch?v=IeAPkEl8hHg

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

KEY TERMS

Gallipoli

the Allied campaign of 1915 to seize the Dardanelles and knock the Ottoman Empire out of the war

ANZAC

the Australian and New Zealand Army Corps

Arab Revolt

the rising of Arab tribes against Ottoman rule (1916–1918), aided by T. E. Lawrence

Balfour Declaration

Britain's 1917 statement favoring a Jewish national home in Palestine

Armenian genocide

the Ottoman government's deliberate destruction of its Armenian Christians, 1915–1923

CORE IDEAS

Gallipoli. Winston Churchill, First Lord of the Admiralty, urged an attack on the Dardanelles to take Constantinople and open a route to Russia. Naval attacks failed in March 1915, and in April British, French, Australian and New Zealand troops landed on the **Gallipoli** peninsula. Turkish forces, led in part by Mustafa Kemal, held the heights. After eight months and some 250,000 Allied casualties, the Allies withdrew in January 1916. Australia and New Zealand still remember 25 April as **ANZAC** Day.

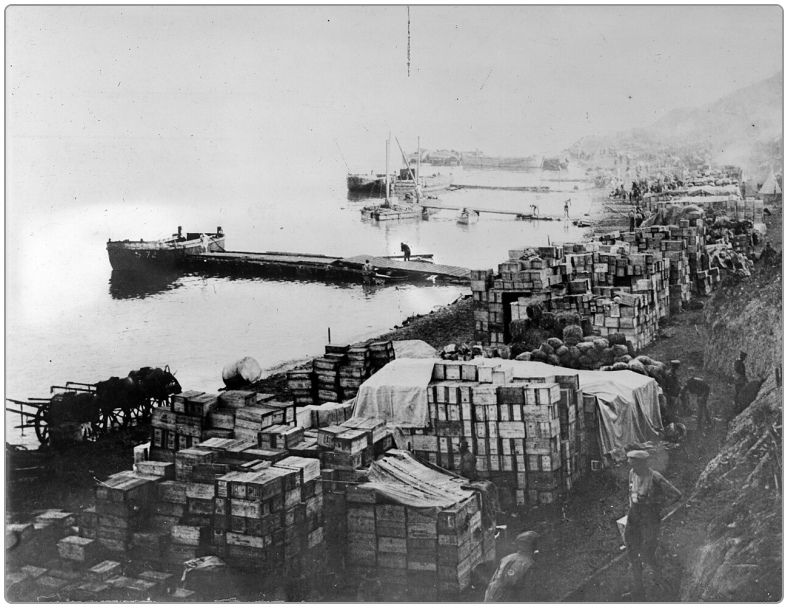
Arabia and Palestine. In 1916 Sharif Hussein of Mecca launched the **Arab Revolt**, encouraged by British promises of an Arab kingdom. The British officer T. E. Lawrence fought with Hussein's son Faisal, raiding the Hejaz railway and taking Aqaba in 1917. General Allenby took Jerusalem in December 1917 and walked into the city on foot. Britain also made the secret Sykes–Picot Agreement (1916) with France to divide the region, and the **Balfour Declaration** (1917). The conflicting promises troubled the Middle East for decades.

The genocide. On 24 April 1915 the Ottoman government arrested Armenian leaders in Constantinople. Armenian men were then shot and women, children and the old were deported on death marches into the Syrian desert, where they died of hunger,

thirst and massacre. About a million or more Armenians perished, with many Assyrian and Greek Christians. The American ambassador Henry Morgenthau reported that the deportations were “a campaign of race extermination.” Many Turks and Kurds hid Armenians at great risk.

Witnesses. Missionaries, consuls and nurses saw the death marches and sent reports home. Americans raised over 100 million dollars through Near East Relief, saving over a hundred thousand orphans. The Polish lawyer Raphael Lemkin later coined the word “genocide” (1944) with the Armenians in mind. Hitler, planning his own crimes in 1939, is reported to have asked, “Who, after all, speaks today of the annihilation of the Armenians?”

PICTURE STUDY



Anzac Cove, Gallipoli, Unknown photographer, May 1915 · Photograph · National Library of New Zealand and other collections

National Library NZ on The Commons, public domain. Wikimedia Commons.

The ANZAC troops landed here on 25 April 1915. For eight months the cove was their harbor, depot and hospital, under Turkish fire from the heights above.

Look closely

- The stores piled on the narrow shore.
- The pier and boats that brought everything in by sea.

Talk about it

1. Why was this ground so hard to attack from?
2. What does the photograph suggest about life on the peninsula?

PRIMARY SOURCE

Morgenthau and Lawrence

Read chapters 24–25 of Henry Morgenthau, *Ambassador Morgenthau's Story* (1918, free online), on the deportations, and the introduction to T. E. Lawrence, Seven Pillars of Wisdom. Then read Psalm 94:3 and Matthew 10:28 in the KJV.

Steps

1. What did Morgenthau learn about the deportations?
2. What did Ottoman leaders tell him?
3. What does Lawrence say about the promises made to the Arabs?
4. How do Psalm 94:3 and Matthew 10:28 speak to the Armenian martyrs?

Check your work

- ☐ They were planned extermination
- ☐ They made no secret of it
- ☐ He felt ashamed of them
- ☐ God sees the wicked; do not fear those who kill only the body

TIMELINE AND MAP NOTEBOOK

1. Map: mark the Dardanelles, Gallipoli, Constantinople, Anzac Cove, Mecca, Medina, the Hejaz railway, Aqaba, Jerusalem, Damascus, and the deportation routes from eastern Anatolia to Deir ez-Zor in Syria.
2. Timeline: November 1914 Ottomans enter the war; March 1915 naval attack; 24 April 1915 arrests in Constantinople; 25 April 1915 Gallipoli landings; January 1916 evacuation; May 1916 Sykes–Picot; June 1916 Arab Revolt; July 1917 Aqaba; November 1917 Balfour Declaration; December 1917 Jerusalem; October 1918 Damascus.

> **From history.** When Allenby entered Jerusalem in December 1917 he dismounted at the Jaffa Gate and walked in on foot, out of respect for the Holy City.

> **Church history.** The Armenian Church, founded when King Tiridates III was converted about 301, is the oldest national church in the world. Armenians remember their martyrs every year on 24 April.

PRACTICE

1. Easy Who urged the Dardanelles campaign?

   ▼ **Show answer**

   Winston Churchill.

2. Easy Which Turkish commander held the heights?

   ▼ **Show answer**

   Mustafa Kemal.

3. Medium When did the Allies withdraw?

   ▼ **Show answer**

   January 1916.

4. Medium Who took Jerusalem in 1917?

   ▼ **Show answer**

   General Allenby.

5. Hard When did the Armenian genocide begin?

   ▼ **Show answer**

   24 April 1915.

6. Challenge In four sentences, explain why the Armenian genocide must be remembered.

   ▼ **Show answer**

   Sample: The Ottoman government deliberately destroyed about a million or more Armenian Christians. Men were shot, and women and children died on death marches. Witnesses like Morgenthau told the world, but the killers were never fully punished. Forgetting such crimes encouraged later tyrants like Hitler.

COMMON MISTAKES

- Thinking Gallipoli was only an Australian story. British, French, Indian and Newfoundland troops fought there too, and Turkish losses were as heavy.
- Thinking the Armenian deaths were an accident of war. The deportations were planned by the government to destroy the Armenian people.

> **Scripture.** “And fear not them which kill the body, but are not able to kill the soul: but rather fear him which is able to destroy both soul and body in hell.” (Matthew 10:28, KJV)
>
> Fear not them which kill the body.

UNIT 5 · THE GREAT WAR · LESSON 5.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

5.4 Versailles

OBJECTIVES

- Describe the Fourteen Points and the aims of the peacemakers.
- Explain the terms of the Treaty of Versailles and the other treaties.
- Evaluate whether the peace of 1919 prepared the next war.

> **Warm-up.** Marshal Foch said of the Treaty of Versailles, “This is not a peace. It is an armistice for twenty years.” He was off by sixty-five days. Why did he think so?

WATCH

How Harsh was the Treaty of Versailles Really? (Short Animated Documentary)

History Matters · 3:55

https://www.youtube.com/watch?v=ArVAS4lOFmc

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

Note: The backup is The Great War on Wilson's Fourteen Points.

BACKUP VIDEO

Woodrow Wilson's Fourteen Points I THE GREAT WAR WEEK 181

The Great War · 10:12

https://www.youtube.com/watch?v=2QUyujJ6iRI

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

KEY TERMS

Fourteen Points
President Woodrow Wilson's peace program of January 1918

Big Three
Wilson of the United States, Lloyd George of Britain and Clemenceau of France

League of Nations
the international body founded in 1920 to keep the peace

self-determination
the principle that peoples should choose their own government

war guilt clause
Article 231, by which Germany accepted responsibility for the war's loss and damage

CORE IDEAS

The Fourteen Points. In January 1918 Woodrow Wilson set out the **Fourteen Points**: open diplomacy, freedom of the seas, free trade, arms reduction, **self-determination** for the peoples of Austria-Hungary and the Ottoman Empire, an independent Poland, and a general association of nations. Germany asked for an armistice on this basis in October 1918, as its army retreated and revolution broke out at home. William II abdicated and fled to Holland.

The peacemakers. The Paris Peace Conference opened in January 1919. The **Big Three** had different aims: Wilson wanted a just peace and a League; Clemenceau, whose country had been invaded twice in fifty years, wanted security against Germany; Lloyd George wanted to punish Germany but not so far as to ruin it. Germany was not allowed to negotiate. On 28 June 1919, five years to the day after Sarajevo, the treaty was signed in the Hall of Mirrors at Versailles.

The terms. Germany lost Alsace-Lorraine to France, land to Poland (including a corridor to the sea), and all its colonies. Its army was limited to 100,000 men, without tanks, aircraft or submarines, and the Rhineland was demilitarized. Under Article 231, the **war guilt clause**, Germany accepted responsibility for the loss and damage; reparations were later set at 132 billion gold marks. Other treaties broke up Austria-Hungary and the Ottoman Empire; new states such as Poland, Czechoslovakia and Yugoslavia appeared.

Judgment. The U.S. Senate refused to ratify the treaty or join the **League of Nations**. Germans called the treaty a *Diktat*, a dictated peace, and many came to believe their army had been "stabbed in the back" at home, a lie Hitler exploited. The economist John Maynard Keynes warned that the reparations would ruin Europe. Yet the treaty also freed peoples long ruled by empires. A peace without repentance, mercy or strength to enforce it proved fragile.

PICTURE STUDY



The Signing of Peace in the Hall of Mirrors, Sir William Orpen, 1919 · Oil on canvas · Imperial War Museum, London

William Orpen, public domain. Wikimedia Commons.

Orpen was the official British painter at the conference. He placed the statesmen small and low under the vast mirrored arches of the palace.

Look closely

- How small the statesmen look beneath the arches.
- The German delegates signing with their backs to us.

Talk about it

1. Why might Orpen make the leaders so small?
2. Why was the Hall of Mirrors chosen for the signing?

PRIMARY SOURCE

The Fourteen Points and Article 231

Read Wilson's Fourteen Points speech (8 January 1918) and Articles 42–44, 159–160, 231 and 232 of the Treaty of Versailles, both in the Avalon Project at Yale. Then read Jeremiah 6:14 and Matthew 5:9 in the KJV.

Steps

1. Which three of the Fourteen Points seem most important, and why?
2. What did Article 231 require Germany to accept?
3. How did the final treaty differ from the Fourteen Points?
4. How do Jeremiah 6:14 and Matthew 5:9 judge the peace?

Check your work

- ☐ For example open diplomacy, self-determination, a League
- ☐ Responsibility for loss and damage
- ☐ It punished Germany and was dictated
- ☐ False peace; blessed are true peacemakers

TIMELINE AND MAP NOTEBOOK

1. Map: draw Europe in 1914 and in 1923 side by side, showing Germany's losses, the breakup of Austria-Hungary and Russia's western lands, and the new states of Poland, Czechoslovakia, Yugoslavia, Austria, Hungary and the Baltic states.
2. Timeline: January 1918 Fourteen Points; November 1918 armistice and abdication; January 1919 conference opens; 28 June 1919 Versailles; 1919 Saint-Germain; 1920 Trianon and the League; March 1920 Senate rejects the treaty; 1921 reparations set; 1923 Lausanne.

> **From history.** Some fifty million people died worldwide in the influenza of 1918–1919, more than in the war itself.

> **Church history.** Many Christian leaders hoped the League would bring lasting peace. Others, like the Swiss pastor Karl Barth, concluded from the war that the churches had trusted in human progress rather than the Word of God; Barth's commentary on Romans (1919) began a new turn in theology.

PRACTICE

1. Easy Who issued the Fourteen Points?

   ▼ **Show answer**

   Woodrow Wilson.

2. Easy Who were the Big Three?

   ▼ **Show answer**

   Wilson, Lloyd George and Clemenceau.

3. Medium When was the Treaty of Versailles signed?

   ▼ **Show answer**

   28 June 1919.

4. Medium What was Article 231?

   ▼ **Show answer**

   The war guilt clause.

5. Hard Name a new state created after the war.

   ▼ **Show answer**

   Poland, Czechoslovakia or Yugoslavia.

6. Challenge In four sentences, explain why the peace of 1919 did not last.

   ▼ **Show answer**

   Sample: Germans resented a dictated treaty and the war guilt clause. The United States did not join the League, which lacked power. New states were weak and quarrelsome. Hitler exploited German bitterness, and the democracies would not enforce the treaty.

COMMON MISTAKES

- Thinking the treaty alone caused the Second World War. Depression, Hitler and the democracies' weakness mattered as much.
- Thinking Wilson got his way. Most of the Fourteen Points were compromised, and America never joined the League.

> **Scripture.** "Blessed are the peacemakers: for they shall be called the children of God." (Matthew 5:9, KJV)
>
> Blessed are the peacemakers.

UNIT 6

The Age of the Dictators

Out of the ruin of the Great War came a new kind of tyranny. Lenin's Bolsheviks seized Russia in 1917; Stalin built a state that starved Ukraine and filled the Gulag; Mussolini founded Fascism in Italy; and in the Great Depression Hitler came to power in Germany. Each claimed to remake man and society, and each made war on the church. Some Christians bowed; others, like the Confessing Church, said no.

Students read Lenin, Solzhenitsyn, Mussolini's Doctrine of Fascism (critically), the Barmen Declaration and Bonhoeffer's Cost of Discipleship.

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 explain how the Bolsheviks took power in 1917 and what Lenin built.
- ☐ I can describe Stalin's collectivization, the Holodomor, the Great Terror and the Gulag.
- ☐ I can describe Mussolini's Fascism and the causes and effects of the Great Depression.
- ☐ I can explain Hitler's rise and the Confessing Church's resistance.
- ☐ I can define totalitarianism and compare the three states.

LESSONS IN THIS UNIT

6.1	**1917 and Lenin**	Four sessions, 30–50 minutes each
6.2	**Stalin: the Holodomor and the Gulag**	Four sessions, 30–50 minutes each
6.3	**Mussolini and the Depression**	Four sessions, 30–50 minutes each
6.4	**Hitler and the Confessing Church**	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 caused the February Revolution?

PART A · TERMS AND PEOPLE

2. 2 pts Lesson 6.1

How did Lenin return to Russia?

PART A · TERMS AND PEOPLE

3. 2 pts Lesson 6.1

What was the Cheka?

PART A · TERMS AND PEOPLE

4. 2 pts Lesson 6.2

Whom did Stalin outmaneuver and exile?

PART A · TERMS AND PEOPLE

5. 2 pts Lesson 6.2

What was collectivization?

PART A · TERMS AND PEOPLE

6. 2 pts Lesson 6.2

About how many were shot in the Great Terror?

PART A · TERMS AND PEOPLE

7. 2 pts Lesson 6.3

What were the fasces?

PART A · TERMS AND PEOPLE

8. 2 pts Lesson 6.3

What was Mussolini's title?

PART A · TERMS AND PEOPLE

9. 2 pts Lesson 6.3

When did the New York stock market crash?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 6.4**

What book did Hitler write in prison?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 6.4**

What law let Hitler rule by decree?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 6.4**

Who chiefly wrote the Barmen Declaration?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 6.1**

Put in order, earliest first: The first Five-Year Plan; Italy invades Ethiopia; Lenin dies; The Bolshevik seizure of power.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 6.2**

Put in order, earliest first: The March on Rome; The New Deal begins; Italy invades Ethiopia; Lenin dies.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 6.3**

Put in order, earliest first: Lenin dies; The Treaty of Brest-Litovsk; Kristallnacht; The Bolshevik seizure of power.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 6.4**

Put in order, earliest first: The New Deal begins; Italy invades Ethiopia; The Great Terror begins; The Barmen Declaration.

PART C · READING SOURCES

17. **10 pts** **Lesson 6.1**

The psalmist writes, “The kings of the earth set themselves, and the rulers take counsel together, against the LORD, and against his anointed” (Psalm 2:2). (a) What do the rulers do? (b) How did Lenin’s state fit this description? (c) What does verse 4 say God does in response?

PART C · READING SOURCES

18. **10 pts** **Lesson 6.2**

Isaiah warns, “Woe unto them that call evil good, and good evil; that put darkness for light, and light for darkness” (Isaiah 5:20). (a) Whom does Isaiah condemn? (b) How did Soviet propaganda call evil good? (c) How did Solzhenitsyn answer it?

PART C · READING SOURCES

19. **10 pts** **Lesson 6.3**

Habakkuk says, “Although the fig tree shall not blossom, neither shall fruit be in the vines … Yet I will rejoice in the LORD, I will joy in the God of my salvation” (Habakkuk 3:17–18). (a) What losses does Habakkuk imagine? (b) Where does he find joy? (c) How could families in the Depression take this to heart?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 6.4**

Locate or describe: Petrograd (St. Petersburg), Moscow, Ukraine, the Solovetsky Islands, Kolyma, Rome, Munich, Berlin and Barmen (Wuppertal).

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 6.4**

Essay (400–500 words): Why did so many people follow the dictators? Use Russia, Italy and Germany, and at least two primary sources.

ANSWER KEY

1. War losses, food shortages and strikes in Petrograd.
2. In a sealed train sent by the Germans.
3. The Soviet secret police.
4. Trotsky.
5. Forcing peasants into state collective farms.
6. About 680,000 to 750,000.
7. The rods and axe of Roman magistrates.
8. Il Duce, the leader.
9. October 1929.
10. Mein Kampf.
11. The Enabling Act of March 1933.
12. Karl Barth.
13. The Bolshevik seizure of power (1917); Lenin dies (1924); The first Five-Year Plan (1928); Italy invades Ethiopia (1935).
14. The March on Rome (1922); Lenin dies (1924); The New Deal begins (1933); Italy invades Ethiopia (1935).
15. The Bolshevik seizure of power (1917); The Treaty of Brest-Litovsk (1918); Lenin dies (1924); Kristallnacht (1938).
16. The New Deal begins (1933); The Barmen Declaration (1934); Italy invades Ethiopia (1935); The Great Terror begins (1936).
17. (a) They plot together against God and His Christ. (b) It made atheism its creed and set out to destroy the church. (c) He that sits in the heavens laughs at them and holds them in derision.
18. (a) Those who reverse good and evil. (b) It called famine prosperity, murder justice and slave labor the building of socialism. (c) By telling the truth: he said, “One word of truth shall outweigh the whole world.”
19. (a) Failed crops, vines, olives, fields and herds. (b) In the Lord, the God of his salvation. (c) By trusting God and rejoicing in Him even when work, savings and food were gone.
20. Petrograd at the head of the Gulf of Finland; Moscow in central Russia, the Soviet capital from 1918; Ukraine, the grain lands north of the Black Sea; the

Solovetsky Islands in the White Sea, site of an early Soviet camp; Kolyma in the far northeast of Siberia, the coldest and deadliest Gulag region; Rome on the Tiber; Munich in Bavaria, southern Germany; Berlin on the Spree in eastern Germany; Barmen, now part of Wuppertal in western Germany.

21. Look for: war, defeat and humiliation; economic collapse and the Depression; fear of Communism; propaganda and promises of a new man and a new order; terror and the secret police; the weakness of democracies; a church that sometimes bowed and sometimes resisted; a judgment from Scripture (Isaiah 5:20; Acts 5:29). Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: THREE TOTALITARIAN STATES: A COMPARISON CHART

Make a large chart comparing the Soviet Union under Lenin and Stalin, Fascist Italy under Mussolini and Nazi Germany under Hitler. Rows: how the leader took power; the ruling ideology and its view of man; the party and secret police; control of the economy, press, schools and youth; treatment of the church; victims; and the leader's end.

Under the chart, write a 400-word essay: What did the three states have in common, and how did they differ? Quote at least one primary source from each.

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 chart	4: complete, accurate rows for all three states with a clear, well-sourced essay. 3: minor gaps. 2: one state thin or missing. 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 AGE OF THE DICTATORS · LESSON 6.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

6.1 1917 and Lenin

OBJECTIVES

- Explain the causes of the February Revolution of 1917.
- Describe how Lenin and the Bolsheviks seized power in October 1917.
- Describe the Civil War, the Red Terror and Lenin's war on the church.

Warm-up. In March 1917 the tsar ruled 170 million people. A year later he was a prisoner, and a small party that had numbered a few thousand members ruled Russia. How?

WATCH

Ten Minute History - The Russian Revolution (Short Documentary)

History Matters · 10:00

https://www.youtube.com/watch?v=ZZ55ZvBe07U

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

Note: The backup is TED-Ed's mock trial of Lenin; weigh it against the sources.

BACKUP VIDEO

History vs. Vladimir Lenin - Alex Gendler

TED-Ed · 6:42

https://www.youtube.com/watch?v=9N8hsXQapjY

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

KEY TERMS

Nicholas II
the last tsar of Russia (reigned 1894–1917), murdered with his family in 1918

Vladimir Lenin
leader of the Bolsheviks (1870–1924) and founder of the Soviet state

Red Terror
the Bolsheviks' campaign of mass arrest and execution from 1918

Bolsheviks
Lenin's faction of Russian Marxists, later the Communist Party

Cheka
the Soviet secret police, founded in December 1917

February. Russia's armies suffered huge losses, food ran short in the cities, and **Nicholas II** had gone to the front, leaving the government to the empress and the monk Rasputin. In February 1917 (March in the Western calendar) bread riots and strikes in Petrograd were joined by soldiers. The tsar abdicated. A liberal Provisional Government took power, alongside the Petrograd Soviet (council) of workers and soldiers. It kept Russia in the war.

October. The Germans sent **Vladimir Lenin** home from Swiss exile in a sealed train in April 1917. His slogan was "Peace, land, bread." On 25 October (7 November) 1917 the **Bolsheviks**, led by Lenin and Leon Trotsky, seized the Winter Palace and the government offices in Petrograd with little bloodshed. When the freely elected Constituent Assembly met in January 1918 with a Bolshevik minority, Lenin dissolved it after one day. In March 1918 he made peace with Germany at Brest-Litovsk, giving up a quarter of Russia's European population.

Civil War and terror. From 1918 to 1921 the Reds fought the Whites and others in a civil war in which millions died, many from famine. The **Cheka** under Felix Dzerzhinsky carried out the **Red Terror**, shooting hostages and "class enemies" without trial. In July 1918 the tsar, his wife, their five children and four servants were shot in a cellar at Yekaterinburg. Lenin's seizure of grain caused the famine of 1921–1922, in which some five million died.

War on the church. Lenin called religion a "spiritual booze." Church property was seized, and in 1922, under cover of famine relief, the Bolsheviks stripped the churches of their vessels and tried and shot priests who resisted. Patriarch Tikhon, elected in 1917, was imprisoned. Lenin wrote secretly in 1922 that the more clergy they managed to shoot, the better. Thousands of priests, monks and nuns were killed in the first years of Soviet rule. Lenin died in 1924, and his body was put on display in Moscow.

PICTURE STUDY



Lenin Addresses Troops in Moscow, Grigory Goldstein, 5 May 1920 · Photograph · Several archives

Grigory Petrovich Goldstein, public domain. Wikimedia Commons.

Lenin spoke to Red Army troops leaving for the war against Poland. In the original photograph Trotsky stood beside the platform; Stalin's censors later removed him.

Look closely

- Lenin's forward-leaning pose, urging the crowd.
- The plain wooden platform; revolutionaries presented themselves as men of the people.

Talk about it

1. What does Lenin's pose suggest about him as a speaker?
2. What does it tell you about a regime that it erased people from photographs?

PRIMARY SOURCE

Lenin in His Own Words

Read Lenin's decree dissolving the Constituent Assembly (January 1918) and his speech to the Komsomol (2 October 1920), on Communist morality, both on the Marxists Internet Archive (read critically). Then read Psalm 2:2–4 in the KJV.

Steps

1. Why does Lenin say the Assembly must be dissolved?
2. What does he say Communist morality is based on?
3. How does Lenin view God and the moral law?
4. How does Psalm 2 answer those who rage against God?

Check your work

- ☐ It did not serve the revolution
- ☐ The interests of the class struggle
- ☐ He rejects them
- ☐ God laughs at them and will judge

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1905 first revolution; 1914 Russia enters the war; February/March 1917 tsar abdicates; April Lenin returns; October/November Bolsheviks seize power; December Cheka; January 1918 Assembly dissolved; March Brest-Litovsk; July tsar's family killed; 1918–1921 Civil War; 1921–1922 famine; 1922 USSR formed; 1924 Lenin dies.
2. Map: mark Petrograd, Moscow, Yekaterinburg, Brest-Litovsk, and the lands Russia lost in 1918 (Finland, the Baltic states, Poland, Ukraine).

> **From history.** The Soviet Union kept the old Russian calendar until February 1918, which is why the October Revolution is remembered in November.

> **Church history.** In 1918 Patriarch Tikhon anathematized those who shed innocent blood. He was imprisoned in 1922–1923; he died in 1925, and the Russian Church later counted him among its saints.

PRACTICE

1. Easy Who was the last tsar?

   ▼ **Show answer**

   Nicholas II.

2. Easy What took power after the tsar abdicated?

   ▼ **Show answer**

   The Provisional Government.

3. Medium What was Lenin's slogan?

   ▼ **Show answer**

   Peace, land, bread.

4. Medium What treaty ended Russia's war with Germany?

   ▼ **Show answer**

   Brest-Litovsk, 1918.

5. Hard Where was the tsar's family killed?

   ▼ **Show answer**

   Yekaterinburg, July 1918.

6. Challenge In four sentences, explain how Lenin built a one-party state.

   ▼ **Show answer**

   Sample: He seized power in October 1917 with a small, disciplined party. He dissolved the elected Assembly. He founded the Cheka and used the Red Terror against all opponents. He won the Civil War and crushed the church and other parties.

COMMON MISTAKES

- Thinking the Bolsheviks overthrew the tsar. The tsar fell in February; the Bolsheviks overthrew the Provisional Government in October.
- Thinking Lenin was mild and Stalin alone was cruel. Lenin founded the secret police, the camps and the Red Terror.

> **Scripture.** “He that sitteth in the heavens shall laugh: the Lord shall have them in derision.” (Psalm 2:4, KJV)
>
> God holds the rebels in derision.

UNIT 6 · THE AGE OF THE DICTATORS · LESSON 6.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

6.2 Stalin: the Holodomor and the Gulag

OBJECTIVES

- Describe Stalin’s rise and his Five-Year Plans.
- Explain collectivization and the Holodomor.
- Describe the Great Terror, the Gulag and the persecuted church.

> **Warm-up.** Stalin is reported to have said, “One death is a tragedy; a million deaths is a statistic.” How should a Christian think about the millions who died under him?

WATCH

The Great Purge: History Matters (Short Animated Documentary)

History Matters · 3:34

https://www.youtube.com/watch?v=IYFZawos3v0

> **WHEN TO WATCH**
> With the Core idea on the Great Terror.

KEY TERMS

Joseph Stalin
Soviet dictator (1878–1953), ruler from the late 1920s until his death

collectivization
the forced merging of peasant farms into state-controlled collective farms

Holodomor
“death by hunger,” the man-made famine in Ukraine in 1932–1933

Great Terror
the mass arrests and executions of 1936–1938

Gulag

the Soviet system of forced-labor camps

CORE IDEAS

Stalin. Joseph Stalin, a Georgian who had once studied in a seminary, became general secretary of the party in 1922. After Lenin's death he outmaneuvered Trotsky, who was exiled and later murdered in Mexico (1940). In 1928 Stalin launched the first Five-Year Plan to build heavy industry at any cost. Dams, steel mills and new cities rose, built partly by forced labor.

Collectivization. From 1929 peasants were forced into collective farms. Those who resisted were branded kulaks, "rich peasants," and some 1.8 million were deported to Siberia and Central Asia in 1930–1931. In Ukraine, where the peasants and the nation resisted most, the state seized grain and seed in 1932–1933, sealed the borders of starving villages and blacklisted those that missed quotas. Some 3.5 to 5 million Ukrainians died in the **Holodomor**, and millions more elsewhere, especially in Kazakhstan. The Soviet government denied the famine.

The Great Terror. In 1936–1938 Stalin turned on the party itself. Old Bolsheviks confessed to absurd crimes in show trials; most of the army's senior officers were shot. In the **Great Terror** about 1.5 million people were arrested, and some 680,000 to 750,000 were shot. Millions passed through the **Gulag**, laboring in mines, forests and canals from the White Sea to Kolyma; well over a million died in the camps in the 1930s and 1940s.

The persecuted church. The League of the Militant Godless campaigned to close every church. By 1939 only a few hundred Orthodox churches remained open out of some 50,000 before the revolution; most bishops and tens of thousands of priests had been shot or sent to camps. Baptists and other believers were imprisoned too. Aleksandr Solzhenitsyn, an artillery officer arrested in 1945, later told the story of the camps in *The Gulag Archipelago* and came to faith there.

PICTURE STUDY



The Solovetsky Monastery, Sergei Prokudin-Gorsky, 1915 · Color photograph (three-color process) · Library of Congress

Sergei Prokudin-Gorskii, public domain. Wikimedia Commons.

Prokudin-Gorsky photographed the ancient monastery on the Solovetsky Islands in the White Sea in 1915. In 1923 the Soviets made it one of the first camps of the Gulag, and many priests and bishops died there.

Look closely

- The monastery walls and churches, built over centuries by monks.
- The calm of the scene before the revolution.

Talk about it

1. What does it mean that a house of prayer became a prison camp?
2. Why might Solzhenitsyn call Solovki the “mother” of the Gulag?

PRIMARY SOURCE

Solzhenitsyn on the Gulag

Read Solzhenitsyn's Nobel Lecture (1970, written 1972) and the passage from *The Gulag Archipelago* on "the line dividing good and evil" (Part IV, chapter 1), both widely quoted and free online in part. Composition 12 reads more of Solzhenitsyn. Then read Isaiah 5:20 and Hebrews 13:3 in the KJV.

Steps

1. What does Solzhenitsyn say about the line between good and evil?
2. What does he say lies and violence need from each other?
3. How did he come to faith?
4. How do Isaiah 5:20 and Hebrews 13:3 apply to the Gulag?

Check your work

- ☐ It runs through every human heart
- ☐ Violence hides behind lies; lies are kept up by violence
- ☐ In the camps, through suffering and other prisoners
- ☐ Woe to those who call evil good; remember the prisoners

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1922 Stalin general secretary; 1924 Lenin dies; 1928 first Five-Year Plan; 1929–1933 collectivization; 1932–1933 Holodomor; 1934 Kirov murdered; 1936–1938 Great Terror and show trials; 1937 army purge; 1940 Trotsky murdered; 1945 Solzhenitsyn arrested.
2. Map: mark the Solovetsky Islands, the White Sea Canal, Vorkuta, Norilsk, Magadan and Kolyma, and the grain regions of Ukraine and Kazakhstan.

> **From history.** The Welsh journalist Gareth Jones walked through Ukrainian villages in 1933 and reported the famine; Walter Duranty of the New York Times, who had won the Pulitzer Prize the year before, denied it.

> **Church history.** Ukrainian Baptist pastor Georgi Vins and thousands of other believers later served prison terms for their faith; Soviet Christians met secretly in homes and forests throughout these decades.

PRACTICE

1. Easy Where had Stalin studied as a young man?

   ▼ **Show answer**

   In a seminary in Georgia.

2. Easy What was the Five-Year Plan?

   ▼ **Show answer**

   Stalin's plan to build heavy industry quickly.

3. Medium Who were the kulaks?

   ▼ **Show answer**

   Peasants branded rich and deported or killed.

4. Medium When was the Great Terror?

   ▼ **Show answer**

   1936–1938.

5. Hard What was the Gulag?

   ▼ **Show answer**

   The system of Soviet forced-labor camps.

6. Challenge In four sentences, explain what Solzhenitsyn learned in the camps.

   ▼ **Show answer**

   Sample: He learned that the line between good and evil runs through every heart, not between classes or parties. He saw that tyranny depends on lies backed by violence. Through suffering he came to faith in God. He resolved to tell the truth about the Gulag.

COMMON MISTAKES

- Thinking the famine was a natural disaster. The state seized the grain and sealed the villages.

- Thinking only party members were purged. Peasants, workers, priests and ordinary people made up most of the victims.

> **Scripture.** “Remember them that are in bonds, as bound with them; and them which suffer adversity, as being yourselves also in the body.” (Hebrews 13:3, KJV)
>
> Remember them that are in bonds.

UNIT 6 · THE AGE OF THE DICTATORS · LESSON 6.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

6.3 Mussolini and the Depression

OBJECTIVES

- Describe Mussolini’s rise and the Fascist state.
- Explain the causes and effects of the Great Depression.
- Explain why the Depression helped the dictators.

> **Warm-up.** Mussolini’s motto was “Everything in the State, nothing outside the State, nothing against the State.” What would such a state leave for the family and the church?

WATCH

Ten Minute History - Mussolini and Fascist Italy (Short Documentary)

History Matters · 10:00

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

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

Note: The backup is a five-minute history of the Great Depression.

BACKUP VIDEO

The Great Depression - 5 Minute History Lesson

The Plain Bagel · 5:41

https://www.youtube.com/watch?v=62DxELjuRec

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

KEY TERMS

Benito Mussolini

Fascist dictator of Italy (1922–1943)

Fascism

a nationalist movement that exalted the state, the leader and war and crushed opponents by force

totalitarianism

a system in which the state claims control of every part of life

Great Depression

the world economic collapse that began in 1929

Lateran Treaty

the 1929 agreement between Mussolini and the Vatican creating Vatican City

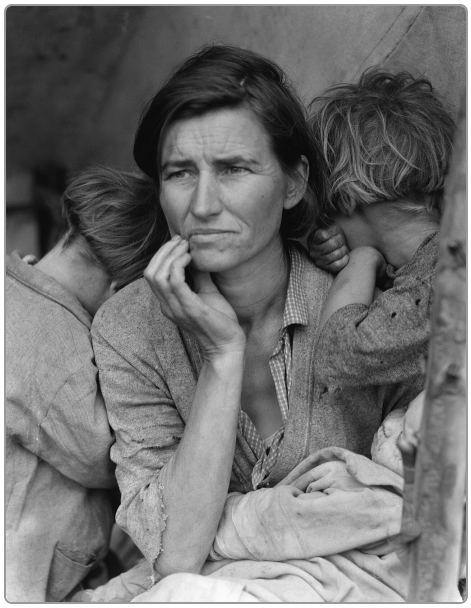
Mussolini. Benito Mussolini, a former socialist editor, founded the Fascist movement in 1919, named for the *fasces*, the rods and axe of Roman magistrates. His Blackshirts beat and killed socialists and strikers. In October 1922, as they threatened a March on Rome, King Victor Emmanuel III appointed him prime minister. By 1926 he ruled as Il Duce, the leader, with other parties banned and the press censored.

The Fascist state. Fascism taught that the nation and state were everything and the individual nothing apart from them. Mussolini took up the word **totalitarian**, first used by his opponents, with pride. He drained marshes, built roads and promised to make Italy a great power. In the **Lateran Treaty** of 1929 he settled the Roman Question, creating Vatican City, but he soon clashed with the church over the education of youth; Pius XI's letter *Non abbiamo bisogno* (1931) condemned Fascist worship of the state. In 1935 Italy invaded Ethiopia, using poison gas.

The crash. In October 1929 the New York stock market crashed. Banks failed, credit dried up and world trade fell by about two-thirds by 1933. American lenders called in loans to Germany. Unemployment reached about 25 percent in the United States and some six million in Germany. Countries raised tariffs, such as the American Smoot–Hawley Tariff of 1930, deepening the collapse. Farmers on the American plains also suffered drought and the Dust Bowl.

Hard times. Families lost homes and savings; men rode the rails looking for work; breadlines formed in every city. In the United States Franklin Roosevelt's New Deal (from 1933) offered relief and public works. Churches, rescue missions and the Salvation Army fed millions. In Germany, despair turned millions toward the extremes, Communist and Nazi, who promised work, bread and national pride.

PICTURE STUDY



Migrant Mother, Dorothea Lange, 1936 · Photograph (Farm Security Administration) · Library of Congress

Dorothea Lange, public domain. Wikimedia Commons.

Lange photographed Florence Owens Thompson and her children in a pea-pickers' camp at Nipomo, California, in March 1936. The crop had frozen and there was no work.

Look closely

- The mother's gaze, looking past the camera.
- The children turning away, leaning on her.

Talk about it

1. Why did this photograph become the image of the Depression?
2. What does it show about the cost of hard times for families?

PRIMARY SOURCE

Mussolini and Pius XI

Read Mussolini's "The Doctrine of Fascism" (1932), read critically, opening sections, and Pius XI's encyclical *Non abbiamo bisogno* (1931), its closing sections on the Fascist oath and the education of youth, on the Vatican website. Then read Habakkuk 3:17–18 and Philippians 4:11 in the KJV.

Steps

1. What does Mussolini say about the state and the individual?
2. What does he say about war and peace?
3. What does Pius XI object to?
4. How does Habakkuk 3:17–18 point to hope in hard times?

Check your work

- ☐ The state is absolute; the individual exists for it
- ☐ War ennobles; perpetual peace is a dream
- ☐ Fascist worship of the state and control of youth
- ☐ Rejoice in the Lord though every crop fails

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1919 Fascist movement founded; 1922 March on Rome; 1924 murder of Matteotti; 1926 dictatorship; 1929 Lateran Treaty and Wall Street crash; 1930 Smoot–Hawley; 1931 Non abbiamo bisogno; 1932 Doctrine of Fascism; 1933 New Deal; 1935 invasion of Ethiopia; 1936 Migrant Mother.
2. Chart: graph unemployment in the United States, Britain and Germany from 1928 to 1938, using figures from a reliable source.

> **From history.** In 1924 Fascists murdered the socialist deputy Giacomo Matteotti after he denounced election fraud in Parliament. The crisis nearly toppled Mussolini, but the king kept him in office.

> **Church history.** During the Depression many American churches ran soup kitchens, and their giving fell sharply; some congregations lost their buildings to the banks while still feeding the poor.

PRACTICE

1. Easy When was the Fascist movement founded?

   ▼ **Show answer**

   1919.

2. Easy What happened in October 1922?

   ▼ **Show answer**

   The March on Rome; Mussolini became prime minister.

3. Medium What is totalitarianism?

   ▼ **Show answer**

   A system in which the state controls every part of life.

4. Medium Which country did Italy invade in 1935?

   ▼ **Show answer**

   Ethiopia.

5. Hard How high did American unemployment reach?

   ▼ **Show answer**

   About 25 percent.

6. Challenge In four sentences, explain how the Depression helped the dictators.

   ▼ **Show answer**

   Sample: Millions lost their jobs and savings. People lost faith in democratic governments that seemed helpless. Extremists promised work, bread and national pride. In Germany the Nazis grew from a small party to the largest in the Reichstag.

COMMON MISTAKES

- Thinking the Wall Street crash alone caused the Depression. Bank failures, tariffs, debts and falling trade spread it worldwide.

- Thinking Mussolini was harmless because he “made the trains run on time.” He crushed liberty, murdered opponents and invaded Ethiopia.

> **Scripture.** “Not that I speak in respect of want: for I have learned, in whatsoever state I am, therewith to be content.” (Philippians 4:11, KJV)
>
> Content in every state.

UNIT 6 · THE AGE OF THE DICTATORS · LESSON 6.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

6.4 Hitler and the Confessing Church

OBJECTIVES

- Describe Hitler’s rise to power and the Nazi state.
- Explain the Barmen Declaration and the Confessing Church.
- Describe Dietrich Bonhoeffer’s witness and The Cost of Discipleship.

> **Warm-up.** In 1933 many German Christians welcomed Hitler as a savior from chaos. Within a year some of them were saying, “We ought to obey God rather than men.” What changed?

WATCH

How did Hitler rise to power? - Alex Gendler and Anthony Hazard

TED-Ed · 5:37

https://www.youtube.com/watch?v=jFICRFKtAc4

> **WHEN TO WATCH**
> With the Core idea on Hitler's rise.

Note: The backup is Tom Richey on Hitler's early life to 1921.

BACKUP VIDEO

Adolf Hitler's Rise to Power (Part I - 1889-1921)

Tom Richey · 8:10

https://www.youtube.com/watch?v=FKYukZ9s3E4

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

KEY TERMS

Adolf Hitler

Nazi dictator of Germany (1933–1945)

Nazi Party

the National Socialist German Workers' Party

German Christians

the pro-Nazi movement in the Protestant church that sought to merge the faith with Nazi ideas

Barmen Declaration

the 1934 confession of the Confessing Church rejecting Nazi claims over the church

Dietrich Bonhoeffer

German Lutheran pastor and theologian (1906–1945), executed by the Nazis

Hitler's rise. Adolf Hitler, an Austrian who had served as a corporal in the Great War, led the **Nazi Party**. After a failed coup in Munich in 1923 he wrote *Mein Kampf* in prison, blaming Germany's defeat on Jews and Marxists. In the Depression the Nazi vote rose to 37 percent in July 1932. On 30 January 1933 President Hindenburg appointed Hitler chancellor. After the Reichstag fire, emergency decrees and the Enabling Act of March 1933 let him rule by decree. Other parties and trade unions were abolished.

The Nazi state. The Gestapo and SS arrested opponents and sent them to concentration camps, the first at Dachau (1933). In the Night of the Long Knives (1934) Hitler had rivals murdered. Jews were driven from public life; the Nuremberg Laws (1935) stripped them of citizenship; on Kristallnacht (9–10 November 1938) synagogues were burned and some 30,000 Jewish men sent to camps. Rearmament and public works ended unemployment, and the Hitler Youth claimed the young.

The church struggle. The **German Christians** wanted a "Reich Church" with a Nazi bishop, and some demanded that the Old Testament be dropped and pastors of Jewish descent removed. In May 1934 pastors and elders met at Barmen and adopted the **Barmen Declaration**, written chiefly by Karl Barth: "Jesus Christ, as he is attested for us in Holy Scripture, is the one Word of God which we have to hear and which we have to trust and obey in life and in death." They rejected any other source of revelation and any claim of the state to rule the church. Pastor Martin Niemöller, a leader of the Confessing Church, spent 1937 to 1945 in prison and camps.

Bonhoeffer. Dietrich Bonhoeffer, a brilliant young theologian, opposed the Nazis from 1933. He ran an underground seminary at Finkenwalde until the Gestapo closed it. In *The Cost of Discipleship* (1937) he wrote against "cheap grace," grace without repentance or obedience, and for "costly grace," which calls a man to follow Christ. He joined the resistance, was arrested in 1943, and was hanged at Flossenbürg on 9 April 1945, two weeks before the camp was liberated. Pope Pius XI's encyclical *Mit brennender Sorge* (1937), smuggled into Germany and read from Catholic pulpits, also condemned Nazi idolatry of race and state.

PICTURE STUDY



The Gemarke Church, Barmen, Photograph by the Wikimedia Commons contributor Scribo, Modern photograph of a church rebuilt after the Second World War · Photograph · Wuppertal-Barmen, Germany
Scribo, public domain. Wikimedia Commons.

The first Confessing Synod met in the Gemarke church at Barmen on 29–31 May 1934 and adopted the Barmen Declaration. The church was damaged in the war and later restored.

Look closely

- The plain Reformed church.
- The ordinary city setting of a world-changing meeting.

Talk about it

1. Why might it matter that the Declaration came from an ordinary parish church?
2. What risks did the delegates take by meeting here?

PRIMARY SOURCE

Barmen and Bonhoeffer

Read the six articles of the Barmen Declaration (1934), free online, and chapter 1, "Costly Grace," of Bonhoeffer's The Cost of Discipleship. Optional: Hans Fallada, Alone in Berlin, a novel of ordinary Germans who resisted. Then read Acts 5:29 and John 14:6 in the KJV.

Steps

1. What does Barmen say is the one Word of God?
2. Which false teaching does each article reject?
3. What is the difference between cheap and costly grace?
4. How do Acts 5:29 and John 14:6 underlie Barmen?

Check your work

- ☐ Jesus Christ, attested in Scripture
- ☐ Other revelations, other lords, state control of the church
- ☐ Cheap grace demands nothing; costly grace calls us to follow Christ
- ☐ Obey God rather than men; Christ alone is the way

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1919 Weimar Republic; 1923 Munich putsch and inflation; 1925 Mein Kampf; July 1932 Nazis largest party; 30 January 1933 Hitler chancellor; February Reichstag fire; March Enabling Act and Dachau; May 1934 Barmen; June 1934 Night of the Long Knives; 1935 Nuremberg Laws; 1937 Cost of Discipleship, Mit brennender Sorge and Niemöller arrested; November 1938 Kristallnacht; April 1945 Bonhoeffer executed.
2. Map: mark Munich, Berlin, Barmen (Wuppertal), Finkenwalde, Dachau, Flossenbürg and Nuremberg.

> **From history.** In the inflation of 1923 a loaf of bread in Berlin cost about 200 billion marks by November. Families' savings were wiped out, and many never trusted the republic again.

> **Church history.** Bonhoeffer's last recorded words, sent to his friend Bishop George Bell, were: "This is the end, for me the beginning of life."

PRACTICE

1. Easy Where did Hitler attempt a coup in 1923?

   ▼ **Show answer**

   Munich.

2. Easy When was Hitler appointed chancellor?

   ▼ **Show answer**

   30 January 1933.

3. Medium Where was the first concentration camp?

   ▼ **Show answer**

   Dachau.

4. Medium Who were the German Christians?

   ▼ **Show answer**

   Pro-Nazi Protestants who tried to merge the faith with Nazism.

5. Hard Which Confessing Church pastor was imprisoned from 1937 to 1945?

   ▼ **Show answer**

   Martin Niemöller.

6. Challenge In four sentences, explain the Barmen Declaration.

   ▼ **Show answer**

   Sample: The German Christians tried to make the church serve Nazism. At Barmen in 1934, Confessing Christians declared that Jesus Christ, attested in Scripture, is the one Word of God. They rejected any other lord or revelation. They denied that the state could rule the church.

COMMON MISTAKES

- Thinking all German Christians supported Hitler or all resisted. Many supported him, a minority resisted, and most kept silent.

- Thinking Hitler seized power by a coup. He was appointed legally and then destroyed the constitution from within.

> **Scripture.** “Jesus saith unto him, I am the way, the truth, and the life: no man cometh unto the Father, but by me.” (John 14:6, KJV)
>
> Christ alone is the way.

UNIT 7

The Second World War

Twenty years after Versailles the world was at war again. The Second World War was the deadliest war in history: some 70 to 85 million people died, most of them civilians. It was fought from the English Channel to the Volga and across the Pacific, and in its shadow Nazi Germany murdered six million Jews. This unit follows the road to war, the war in Europe and the Pacific, and the Holocaust, and honors the Righteous who risked everything to save the persecuted.

Students read Churchill’s speeches of 1940, the arguments of 1945 over the atomic bomb, Bonhoeffer’s Letters and Papers from Prison, Corrie ten Boom’s The Hiding Place and the Nuremberg judgment.

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 explain the road to war from 1933 to 1939, including appeasement.
- ☐ I can describe the main turning points of the war in Europe.
- ☐ I can describe the Pacific war from Pearl Harbor to Japan's surrender, and the arguments of 1945 over the atomic bomb.
- ☐ I can describe the Holocaust, name the Righteous and explain the Nuremberg trials.
- ☐ I can explain how Christians resisted, suffered and served in the war.

LESSONS IN THIS UNIT

7.1	**The Road to War, 1933–39**	Four sessions, 30–50 minutes each
7.2	**Europe**	Four sessions, 30–50 minutes each
7.3	**The Pacific**	Four sessions, 30–50 minutes each
7.4	**The Holocaust, the Righteous and Nuremberg**	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**

   What did Hitler do in March 1936?

PART A · TERMS AND PEOPLE

2. **2 pts** **Lesson 7.1**

   What did the Munich Agreement give Hitler?

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 7.1**

   What was blitzkrieg?

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 7.2**

   What stopped the Germans before Moscow?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 7.2**

   Which German army was destroyed at Stalingrad?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 7.2**

   About how many troops landed on D-Day?

PART A · TERMS AND PEOPLE

7. **2 pts** **Lesson 7.3**

   Why did Japan attack in 1941?

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 7.3**

   What did Roosevelt call 7 December?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 7.3**

What were kamikazes?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 7.4**

What happened at Babi Yar?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 7.4**

Name two death camps.

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 7.4**

Who smuggled children out of the Warsaw Ghetto?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 7.1**

Put in order, earliest first: The German surrender at Stalingrad; Germany invades Poland; The Munich Agreement; D-Day.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 7.2**

Put in order, earliest first: Hiroshima and Japan's surrender; The Munich Agreement; Operation Barbarossa; Mass shootings in the East begin.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 7.3**

Put in order, earliest first: Operation Barbarossa; V-E Day; The Wannsee Conference; The attack on Pearl Harbor.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 7.4**

Put in order, earliest first: V-E Day; Hiroshima and Japan's surrender; Germany invades Poland; The Munich Agreement.

PART C · READING SOURCES

17. **10 pts** **Lesson 7.1**

Solomon writes, "The wicked flee when no man pursueth: but the righteous are bold as a lion" (Proverbs 28:1). (a) What contrast does the proverb draw? (b) How did Churchill show this boldness in 1940? (c) Where does true boldness come from?

PART C · READING SOURCES

18. **10 pts** **Lesson 7.2**

The psalmist writes, "God is our refuge and strength, a very present help in trouble" (Psalm 46:1). (a) What does God provide, according to the psalm? (b) Why did so many soldiers and families turn to this psalm in the war? (c) What did Luther make of it?

PART C · READING SOURCES

19. **10 pts** **Lesson 7.3**

Micah prophesies that the nations "shall beat their swords into plowshares, and their spears into pruninghooks: nation shall not lift up a sword against nation, neither shall they learn war any more" (Micah 4:3). (a) What future does Micah describe? (b) How did the atomic bomb make this hope seem more urgent? (c) Who will bring this peace?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 7.4**

Locate or describe: the Sudetenland, Danzig, Dunkirk, Stalingrad, Normandy, Pearl Harbor, Midway, Iwo Jima, Hiroshima and Auschwitz.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 7.4**

Essay (400–500 words): Could the Second World War have been prevented? Use the 1930s, appeasement, Churchill and at least two primary sources.

ANSWER KEY

1. Sent troops into the Rhineland.
2. The Sudetenland.
3. Lightning war with tanks and aircraft.
4. Winter and Soviet counterattacks.
5. The Sixth Army.
6. About 156,000.
7. To seize oil and resources after the U.S. cut off oil.
8. A date which will live in infamy.
9. Suicide pilots.
10. About 33,000 Jews were shot in two days.
11. Treblinka and Auschwitz-Birkenau.
12. Irena Sendler.
13. The Munich Agreement (1938); Germany invades Poland (1939); The German surrender at Stalingrad (1943); D-Day (1944).
14. The Munich Agreement (1938); Mass shootings in the East begin (1941); Operation Barbarossa (1941); Hiroshima and Japan's surrender (1945).
15. Operation Barbarossa (1941); The attack on Pearl Harbor (1941); The Wannsee Conference (1942); V-E Day (1945).
16. The Munich Agreement (1938); Germany invades Poland (1939); Hiroshima and Japan's surrender (1945); V-E Day (1945).
17. (a) The fearful wicked and the bold righteous. (b) He refused to make peace with Hitler when Britain stood alone. (c) From a clear conscience and trust in God.
18. (a) Refuge, strength and present help. (b) They faced death and separation and needed God's help. (c) His hymn "A Mighty Fortress Is Our God."
19. (a) A time when weapons become tools and war ends. (b) Mankind now had weapons that could destroy whole cities. (c) The Lord, judging among the nations in His kingdom.
20. The Sudetenland, the German-speaking border regions of Czechoslovakia; Danzig (Gdańsk), a free city at the mouth of the Vistula on the Baltic; Dunkirk on the French Channel coast near Belgium; Stalingrad (Volgograd) on the Volga in southern Russia; Normandy on the northern coast of France; Pearl Harbor on

Oahu, Hawaii; Midway Atoll in the central Pacific northwest of Hawaii; Iwo Jima, a small volcanic island south of Japan; Hiroshima in western Honshu, Japan; Auschwitz (Oświęcim) in southern Poland west of Kraków.

21. Look for: Versailles and the Depression; Hitler's aims in Mein Kampf; the Rhineland (1936), Anschluss and Munich (1938); Chamberlain's hopes and Churchill's warnings; the Nazi–Soviet Pact; the weakness of the League and the democracies; a judgment from Scripture (Proverbs 28:1; Romans 13:4). Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: A VETERAN OR FAMILY INTERVIEW

Interview a veteran, or the child or grandchild of someone who lived through the Second World War or its aftermath, about what that person did and saw. If no one is available, use recorded oral histories from the Library of Congress Veterans History Project or the National WWII Museum. Prepare at least ten questions in advance.

Write a 700-word account of the person's war, placing it carefully in the history of the unit, with at least three direct quotations, and close with a paragraph on what you learned about courage, faith or suffering.

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 interview	4: a well-prepared interview, accurately placed in history, with three or more quotations and a thoughtful reflection. 3: thinner questions or context. 2: a summary without quotations. 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 SECOND WORLD WAR · LESSON 7.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

7.1 The Road to War, 1933–39

OBJECTIVES

- Describe Hitler's steps toward war from 1933 to 1939.
- Explain appeasement and the Munich Agreement.

- Read Churchill's speeches of May and June 1940.

> **Warm-up.** In September 1938 Neville Chamberlain returned from Munich promising "peace for our time." Less than a year later Britain was at war. Was he a fool, or did he buy precious time?

WATCH

Nazi aggression and appeasement

Khan Academy · 7:00

https://www.youtube.com/watch?v=VTdV9JaHilA

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

Note: Khan Academy on Nazi aggression and appeasement. The backup is the Imperial War Museums on Dunkirk.

BACKUP VIDEO

How did the British escape from Dunkirk?

Imperial War Museums · 8:58

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

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

KEY TERMS

appeasement
the policy of satisfying an aggressor's demands to avoid war

Anschluss
Germany's annexation of Austria in March 1938

Munich Agreement
the September 1938 agreement giving Hitler the Sudetenland

Nazi–Soviet Pact
the August 1939 nonaggression treaty between Hitler and Stalin, with a secret plan to divide Eastern Europe

blitzkrieg

"lightning war," Germany's fast attack with tanks and aircraft

CORE IDEAS

Hitler's steps. Hitler left the League of Nations (1933), began open rearmament and conscription (1935), and marched troops into the demilitarized Rhineland (March 1936). Britain and France did nothing. Germany and Italy aided Franco in the Spanish Civil War (1936–1939). In March 1938 German troops entered Austria in the **Anschluss**. Japan had seized Manchuria in 1931 and invaded China in 1937; Italy had taken Ethiopia. The League could not stop any of them.

Munich. Hitler next demanded the Sudetenland, the German-speaking border lands of Czechoslovakia. At **Munich** on 29–30 September 1938, Chamberlain of Britain and Daladier of France agreed, without the Czechs present. Chamberlain believed Hitler wanted only to unite Germans; Churchill told the Commons, "We have sustained a total and unmitigated defeat." In March 1939 Hitler seized the rest of Czechoslovakia. Britain and France then guaranteed Poland.

War. On 23 August 1939 Hitler and Stalin signed the **Nazi–Soviet Pact**, secretly agreeing to divide Poland and the Baltic lands. On 1 September Germany invaded Poland; Britain and France declared war on 3 September; the Soviets invaded from the east on 17 September. After months of "phony war," Germany's **blitzkrieg** overran Denmark and Norway (April 1940), then the Netherlands, Belgium and France (May–June). France surrendered on 22 June.

Churchill. On 10 May 1940 Winston Churchill became prime minister. He told the Commons on 13 May, "I have nothing to offer but blood, toil, tears and sweat." From 26 May to 4 June some 338,000 British and French soldiers were rescued from **Dunkirk** by the navy and hundreds of small boats; King George VI had called a National Day of Prayer on 26 May. Churchill then said, "We shall fight on the beaches … we shall never surrender." In the Battle of Britain (July–October 1940) the Royal Air Force defeated the Luftwaffe, and the invasion was called off.

PICTURE STUDY



Winston Churchill in the Cabinet Room, Cecil Beaton, for the Ministry of Information, 1940 · Photograph · Imperial War Museum, London

Cecil Beaton, public domain. Wikimedia Commons.

Beaton photographed Churchill at his seat in the Cabinet Room at 10 Downing Street. Churchill was sixty-five when he became prime minister in May 1940, after a decade of warning against Hitler while out of office.

Look closely

- His firm, unsmiling expression.
- The plain working room where the war was directed.

Talk about it

1. What qualities does the photograph suggest?
2. Why might Britain have turned to a man it had ignored for years?

PRIMARY SOURCE

Chamberlain and Churchill

Read Chamberlain's statement on his return from Munich (30 September 1938), Churchill's speech on the Munich Agreement (5 October 1938), and his speeches of 13 May and 4 June 1940, all free from the International Churchill Society or the Avalon Project. Then read Proverbs 28:1 and Joshua 1:9 in the KJV.

Steps

1. What did Chamberlain believe he had won?
2. What did Churchill say had been lost?
3. What does Churchill offer the nation in May 1940?
4. How do Proverbs 28:1 and Joshua 1:9 describe courage?

Check your work

- ☐ Peace for our time
- ☐ A total defeat; Czechoslovakia abandoned
- ☐ Blood, toil, tears and sweat, and victory
- ☐ The righteous are bold; be strong, for God is with you

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1931 Manchuria; 1933 Germany leaves the League; 1935 rearmament and Ethiopia; 1936 Rhineland and Spanish Civil War; 1937 Japan invades China; March 1938 Anschluss; September 1938 Munich; March 1939 Prague; 23 August 1939 Nazi–Soviet Pact; 1 September 1939 Poland invaded; May–June 1940 fall of France and Dunkirk; July–October 1940 Battle of Britain.
2. Map: mark the Rhineland, Austria, the Sudetenland, Prague, Danzig and the Polish Corridor, Dunkirk and the line dividing Poland in 1939.

> **From history.** Churchill wrote that when he became prime minister he felt "as if I were walking with destiny, and that all my past life had been but a preparation for this hour and for this trial."

> **Church history.** King George VI broadcast at Christmas 1939 the lines of Minnie Louise Haskins: “Go out into the darkness and put your hand into the Hand of God. That shall be to you better than light and safer than a known way.”

PRACTICE

1. Easy When did Germany leave the League of Nations?

   ▼ **Show answer**

   1933.

2. Easy What was the Anschluss?

   ▼ **Show answer**

   Germany’s annexation of Austria in 1938.

3. Medium What did Chamberlain promise?

   ▼ **Show answer**

   Peace for our time.

4. Medium When did Germany invade Poland?

   ▼ **Show answer**

   1 September 1939.

5. Hard When did Churchill become prime minister?

   ▼ **Show answer**

   10 May 1940.

6. Challenge In four sentences, explain why 1940 was Britain’s “finest hour.”

   ▼ **Show answer**

   Sample: France fell and Britain stood alone. The army was rescued from Dunkirk after a day of national prayer. Churchill refused to make peace and rallied the nation. The RAF won the Battle of Britain and stopped the invasion.

COMMON MISTAKES

- Thinking appeasement was only cowardice. Many remembered 1914–1918 and hoped to avoid another war; Britain also needed time to rearm.

- Thinking the Soviet Union opposed Hitler from the start. It allied with him in 1939 and invaded Poland too.

> **Scripture.** “Have not I commanded thee? Be strong and of a good courage; be not afraid, neither be thou dismayed: for the LORD thy God is with thee whithersoever thou goest.” (Joshua 1:9, KJV)
>
> Be strong and of a good courage.

UNIT 7 · THE SECOND WORLD WAR · LESSON 7.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

7.2 Europe

OBJECTIVES

- Describe Operation Barbarossa and the Battle of Stalingrad.
- Describe the war in North Africa, Italy and the Atlantic, and the bombing of Germany.
- Explain D-Day and the defeat of Germany.

> **Warm-up.** On 6 June 1944 General Eisenhower told the troops sailing for Normandy, “Let us all beseech the blessing of Almighty God upon this great and noble undertaking.” What did he know about the risks?

WATCH

World War Two in Ten Minutes

Hip Hughes (HipHughes) · 10:15

https://www.youtube.com/watch?v=LeWtIq4VJSs

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

Note: A ten-minute overview of the whole war. The backup is the Imperial War Museums on Operation Barbarossa.

BACKUP VIDEO

Operation Barbarossa: Hitler's failed invasion of the USSR

Imperial War Museums · 9:41

https://www.youtube.com/watch?v=gr_-HjefPi0

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

KEY TERMS

Operation Barbarossa
the German invasion of the Soviet Union, launched 22 June 1941

Stalingrad
the battle of 1942–1943 on the Volga that destroyed a German army

Battle of the Atlantic
the long struggle between Allied convoys and German U-boats

D-Day
the Allied landing in Normandy on 6 June 1944

V-E Day
Victory in Europe Day, 8 May 1945

CORE IDEAS

Barbarossa. On 22 June 1941 Hitler broke his pact with Stalin and launched **Operation Barbarossa** with over three million men. German armies reached the outskirts of Moscow by December, but were stopped by winter and Soviet

counterattacks. Behind the front, SS killing squads shot Jews, Communists and others by the hundreds of thousands. On 7 December 1941 Japan attacked Pearl Harbor, and Hitler declared war on the United States.

Turning points. At **Stalingrad** (August 1942 – February 1943) the Soviets trapped and destroyed the German Sixth Army; some 91,000 survivors surrendered. At El Alamein (October–November 1942) Montgomery's Eighth Army defeated Rommel, and American and British troops landed in North Africa. In the **Battle of the Atlantic**, convoys, radar, air cover and the breaking of the German Enigma code at Bletchley Park defeated the U-boats by mid-1943. The Allies invaded Sicily and Italy in 1943, and Mussolini fell.

Bombing. British and American bombers struck German cities and factories by night and by day. The raids on Hamburg (July 1943) and Dresden (February 1945) killed tens of thousands of civilians in firestorms. Bishop George Bell of Chichester protested in the House of Lords in 1944 against bombing civilians, and was much criticized for it. Germany bombed London and other cities in the Blitz (1940–1941) and with V-1 and V-2 rockets in 1944–1945.

D-Day to victory. On **D-Day**, 6 June 1944, about 156,000 American, British, Canadian and other Allied troops landed on five Normandy beaches under General Dwight Eisenhower. Paris was liberated in August. Hitler's last offensive, the Battle of the Bulge (December 1944), failed. Soviet armies reached Berlin in April 1945; Hitler killed himself on 30 April. Germany surrendered, and 8 May 1945 was **V-E Day**.

PICTURE STUDY



Into the Jaws of Death, Robert F. Sargent, U.S. Coast Guard, 6 June 1944 · Photograph · U.S. National Archives

Chief Photographer's Mate (CPHoM) Robert F. Sargent, public domain. Wikimedia Commons.

Chief Petty Officer Sargent took this photograph from a Coast Guard landing craft as men of the 1st Infantry Division waded ashore at Omaha Beach on the morning of D-Day.

Look closely

- The men wading into the water with their rifles and packs.
- The bluffs and smoke ahead.

Talk about it

1. What does the title suggest about what the men faced?
2. Why do photographs like this matter for remembering the war?

PRIMARY SOURCE

Eisenhower's Order and Roosevelt's Prayer

Read Eisenhower's Order of the Day for 6 June 1944, his unsent note taking blame if the landing failed, and President Roosevelt's D-Day prayer broadcast that evening, all free from the National Archives or the FDR Library. Then read Psalm 46:1 and Psalm 91:2 in the KJV.

Steps

1. What does Eisenhower tell the troops?
2. What did he write in case of failure?
3. What does Roosevelt ask of God?
4. How do Psalms 46 and 91 speak to soldiers and families on D-Day?

Check your work

- ☐ The eyes of the world are upon you
- ☐ The fault is mine alone
- ☐ Strength, faith and victory, and mercy for the fallen
- ☐ God is our refuge and fortress

TIMELINE AND MAP NOTEBOOK

1. Map: draw Europe in 1942 at the height of German power and mark Moscow, Leningrad, Stalingrad, El Alamein, Sicily, the Normandy beaches (Utah, Omaha, Gold, Juno, Sword), the Ardennes and Berlin.
2. Timeline: 1940 Blitz; 22 June 1941 Barbarossa; December 1941 Moscow and Pearl Harbor; 1942–1943 Stalingrad; 1942 El Alamein and Torch; 1943 Kursk, Sicily, Italy; 6 June 1944 D-Day; August 1944 Paris; December 1944 Bulge; February 1945 Yalta; 30 April 1945 Hitler's death; 8 May 1945 V-E Day.

> **From history.** Leningrad was besieged for nearly 900 days (1941–1944); about a million of its people died, most of starvation.

> **Church history.** Father Titus Brandsma, a Dutch Carmelite priest who opposed Nazi propaganda in the Catholic press, died at Dachau in 1942; he gave his rosary to the nurse who gave him the lethal injection.

PRACTICE

1. Easy When did Germany invade the Soviet Union?

   ▼ **Show answer**

   22 June 1941.

2. Easy When did Japan attack Pearl Harbor?

   ▼ **Show answer**

   7 December 1941.

3. Medium Who defeated Rommel at El Alamein?

   ▼ **Show answer**

   Montgomery.

4. Medium When was D-Day?

   ▼ **Show answer**

   6 June 1944.

5. Hard Who commanded the D-Day landings?

   ▼ **Show answer**

   Dwight Eisenhower.

6. Challenge In four sentences, describe D-Day and its results.

   ▼ **Show answer**

   Sample: On 6 June 1944 about 156,000 Allied troops landed in Normandy. They fought through heavy defenses, especially at Omaha Beach. Within weeks a million men were ashore and Paris was freed in August. The second front helped bring Germany’s defeat in May 1945.

COMMON MISTAKES

- Thinking the Western Allies did most of the fighting against Germany. Most German losses came on the Eastern Front, though Western aid, bombing and the

second front were vital.

- Thinking D-Day alone won the war. Stalingrad, the Atlantic, North Africa, Italy and the bombing all mattered.

> **Scripture.** “I will say of the LORD, He is my refuge and my fortress: my God; in him will I trust.” (Psalm 91:2, KJV)
>
> My refuge and my fortress.

UNIT 7 · THE SECOND WORLD WAR · LESSON 7.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

7.3 The Pacific

OBJECTIVES

- Describe Japan’s expansion and the attack on Pearl Harbor.
- Explain the turning point at Midway and the island-hopping campaign.
- Weigh the arguments of 1945 over the atomic bomb.

> **Warm-up.** In August 1945 two atomic bombs destroyed Hiroshima and Nagasaki, and Japan surrendered. Was the decision right? People have argued about it ever since. What questions would you need to ask?

WATCH

Battle of Midway: How the US won over the Japanese Navy in World War 2 - Animated History

History on Maps · 5:45

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

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

Note: An animated map of the Battle of Midway. The backup is the Imperial War Museums on why Japan lost there.

BACKUP VIDEO

Why Japan lost the Battle of Midway

Imperial War Museums · 16:40

https://www.youtube.com/watch?v=DljH2f2mOx8

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

KEY TERMS

Pearl Harbor
the U.S. naval base in Hawaii attacked by Japan on 7 December 1941

Midway
the naval battle of June 1942 in which the U.S. sank four Japanese carriers

kamikaze
Japanese suicide pilots who crashed their planes into Allied ships

Bataan Death March
the forced march of American and Filipino prisoners in April 1942

island hopping
the American strategy of seizing key islands and bypassing others

CORE IDEAS

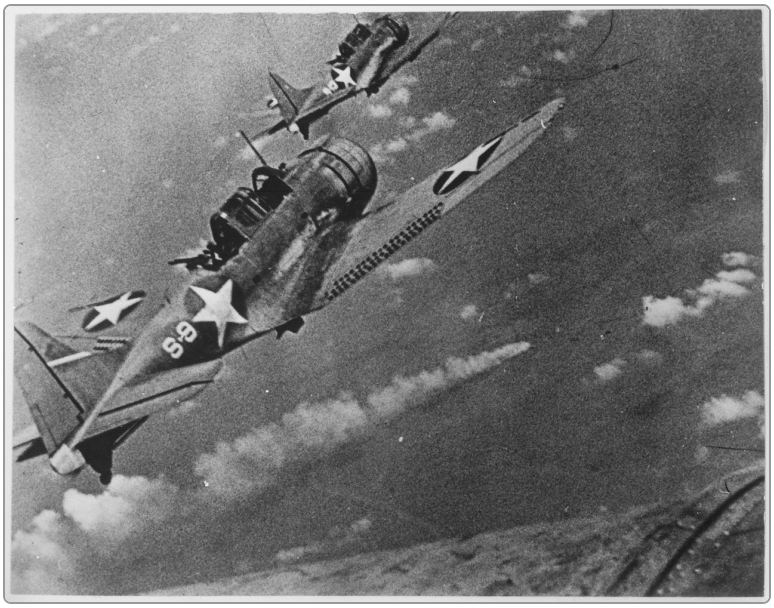
Japan's war. Japan, ruled by its military, invaded China in 1937; in the capture of Nanking its soldiers massacred and raped on a huge scale. When the United States cut off oil in 1941, Japan resolved to seize the oil of the Dutch East Indies. On 7 December 1941 its carriers struck **Pearl Harbor**, sinking or damaging eight battleships and killing about 2,400 Americans. Roosevelt called it "a date which will live in infamy." Japan took Hong Kong, Malaya, Singapore, the Philippines and Burma within six months.

Midway. Thousands of prisoners died on the **Bataan Death March** and in camps where Allied prisoners were starved and worked to death. But American codebreakers learned Japan's plan to take **Midway**. On 4 June 1942 American dive-bombers sank four Japanese carriers in a few minutes; Japan never recovered the initiative. In August the Marines landed on Guadalcanal.

Island hopping. The Americans advanced by **island hopping:** Admiral Nimitz across the central Pacific (Tarawa, Saipan, Guam) and General MacArthur through New Guinea to the Philippines, which he reached in October 1944, keeping his promise "I shall return." Iwo Jima (February–March 1945) and Okinawa (April–June 1945) cost tens of thousands of American lives and far more Japanese and Okinawan civilian lives, while **kamikazes** struck the fleet. American bombers burned Japanese cities; the Tokyo raid of 9–10 March 1945 killed some 100,000.

1945. Japan's leaders refused the Potsdam Declaration's call for surrender. On 6 August an atomic bomb destroyed Hiroshima, and on 9 August another struck Nagasaki; perhaps 110,000 to 210,000 died by the end of the year. The Soviets entered the war on 8 August. Emperor Hirohito broadcast the surrender on 15 August, and it was signed on 2 September 1945. Those who defended the bombs argued that an invasion would have cost hundreds of thousands of Allied and millions of Japanese lives, and that the war was killing many thousands each week across Asia. Critics, including some American commanders and many Christians, argued that deliberately killing so many civilians could not be right, that Japan was near collapse, or that a demonstration or clearer terms should have been tried first.

PICTURE STUDY



Navy Planes in the Attack off Midway, U.S. Navy photographer, June 1942 · Photograph · U.S. National Archives

Scouting Squadron 8 (VS-8), U.S. Navy, public domain. Wikimedia Commons.

American carrier planes attacked the Japanese fleet off Midway from 4 to 6 June 1942. In a few minutes on 4 June dive-bombers sank three carriers, and a fourth later that day.

Look closely

- The planes in steep flight.
- The open ocean, where carriers fought without ever seeing each other.

Talk about it

1. What does this picture show about the new kind of naval war?
2. Why was Midway decided by aircraft rather than by ships firing at each other?

PRIMARY SOURCE

The Arguments of 1945

Read Roosevelt's war message (8 December 1941); President Truman's statement on Hiroshima (6 August 1945); Henry Stimson's "The Decision to Use the Atomic Bomb" (Harper's, 1947); and the Franck Report (June 1945), all free online. Then read Micah 4:3 and Ecclesiastes 3:8 in the KJV.

Steps

1. How does Roosevelt describe 7 December 1941?
2. What reasons do Truman and Stimson give for using the bomb?
3. What does the Franck Report propose instead?
4. How do Ecclesiastes 3:8 and Micah 4:3 frame war and its end?

Check your work

- ☐ A date which will live in infamy
- ☐ To end the war and save lives
- ☐ A demonstration first
- ☐ There is a time of war; God will end war

TIMELINE AND MAP NOTEBOOK

1. Map: mark Japan's empire at its height in 1942, and Pearl Harbor, Bataan, Singapore, Midway, Guadalcanal, Tarawa, Saipan, Leyte Gulf, Iwo Jima, Okinawa, Tokyo, Hiroshima and Nagasaki.
2. Timeline: 1931 Manchuria; 1937 Nanking; 7 December 1941 Pearl Harbor; February 1942 Singapore falls; April 1942 Bataan; June 1942 Midway; August 1942 Guadalcanal; October 1944 Leyte Gulf; February 1945 Iwo Jima; April–June 1945 Okinawa; 6 and 9 August 1945 Hiroshima and Nagasaki; 2 September 1945 surrender.

> **From history.** Mitsuo Fuchida, who led the air attack on Pearl Harbor, became a Christian in 1950 after reading a tract by Jacob DeShazer, an American airman who had been a prisoner of Japan and forgave his captors. Fuchida spent the rest of his life as an evangelist.

> **Church history.** Eric Liddell, the Olympic champion of 1924 who had become a missionary in China, died in the Japanese internment camp at Weihsien in February 1945, after spending himself teaching and caring for its children.

PRACTICE

1. Easy When did Japan invade China?

   ▼ **Show answer**

   1937.

2. Easy How many Americans died at Pearl Harbor?

   ▼ **Show answer**

   About 2,400.

3. Medium What was the Bataan Death March?

   ▼ **Show answer**

   The forced march of American and Filipino prisoners in 1942.

4. Medium What promise did MacArthur keep?

   ▼ **Show answer**

   I shall return.

5. Hard When was Hiroshima bombed?

   ▼ **Show answer**

   6 August 1945.

6. Challenge In four sentences, present both sides of the argument over the atomic bomb.

   ▼ **Show answer**

   Sample: Defenders said an invasion would have cost hundreds of thousands of Allied and millions of Japanese lives. They noted the war was killing thousands every week across Asia. Critics said deliberately killing civilians was wrong and that Japan was near surrender. Some argued a demonstration or clearer terms should have been tried first.

COMMON MISTAKES

- Thinking Japan's war began at Pearl Harbor. Japan had been at war in China since 1937, where millions died.
- Thinking the debate over the atomic bomb is simple. Both its defenders and its critics raised serious moral arguments in 1945.

> **Scripture.** "A time to love, and a time to hate; a time of war, and a time of peace." (Ecclesiastes 3:8, KJV)
>
> A time of war, and a time of peace.

UNIT 7 · THE SECOND WORLD WAR · LESSON 7.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

7.4 The Holocaust, the Righteous and Nuremberg

OBJECTIVES

- Describe the Holocaust from persecution to the death camps.
- Describe the Righteous who rescued Jews, especially Corrie ten Boom.
- Explain the Nuremberg trials and their importance.

> **Warm-up.** Corrie ten Boom's sister Betsie said in Ravensbrück, "There is no pit so deep that God's love is not deeper still." What would it take to say that in such a place?

WATCH

The Holocaust

Khan Academy · 9:44

https://www.youtube.com/watch?v=xjh0L2Km_cs

> **WHEN TO WATCH**
> With the Core idea on the Holocaust; preview first.

Note: Khan Academy on the Holocaust. The backup is the Torchlighters animated story of Corrie ten Boom (about 30 minutes).

BACKUP VIDEO

The Torchlighters: The Corrie ten Boom Story (2013)

Vision Video · 33:19

https://www.youtube.com/watch?v=NFL4X4csNG8

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

KEY TERMS

Holocaust
the Nazi murder of about six million Jews, 1941–1945

Final Solution
the Nazi name for the plan to murder all the Jews of Europe

Wannsee Conference
the January 1942 meeting that organized the Final Solution

Righteous Among the Nations
the title given by Israel to non-Jews who risked their lives to save Jews

Nuremberg trials
the trials of Nazi leaders by the Allies in 1945–1946

CORE IDEAS

The Holocaust. After 1933 Jews were stripped of rights; after 1939 Polish Jews were forced into ghettos, where many starved. From June 1941 SS units shot over a million

Jews in the East; at Babi Yar near Kiev some 33,000 were shot in two days. At the **Wannsee Conference** (January 1942) officials coordinated the **Final Solution**. Jews from all over Europe were sent by train to death camps such as Treblinka and Auschwitz-Birkenau, where most were gassed on arrival. About six million Jews were murdered, along with Roma, the disabled, Poles, Soviet prisoners and others.

The Righteous. Some risked everything to save Jews. The ten Booms, a Dutch watchmaker's family of Haarlem, hid Jews in a secret room behind Corrie's bedroom. In February 1944 the family was betrayed; Casper ten Boom died in prison, and Betsie died in Ravensbrück, but the Jews in the hiding place escaped. The village of Le Chambon-sur-Lignon in France, led by Pastor André Trocmé, sheltered some 3,000 to 5,000 Jews. Oskar Schindler saved about 1,200 workers; Irena Sendler smuggled some 2,500 children out of the Warsaw Ghetto.

Bonhoeffer's prison letters. From his cell in Berlin, Bonhoeffer wrote letters and poems later published as *Letters and Papers from Prison*. In "After Ten Years" (Christmas 1942) he asked, "Who stands fast?" and answered: only the man whose final standard is not his reason, principles, conscience, freedom or virtue, but who is ready to sacrifice all these when called to obedient and responsible action in faith and in exclusive allegiance to God. His poem "By Gracious Powers," written at Christmas 1944, is sung as a hymn: "By gracious powers so wonderfully sheltered, and confidently waiting, come what may, we know that God is with us night and morning."

Nuremberg. In November 1945 an international military tribunal at **Nuremberg** tried twenty-two leading Nazis for conspiracy, crimes against peace, war crimes and crimes against humanity. The prosecutor Robert Jackson said, "The wrongs which we seek to condemn and punish have been so calculated, so malignant, and so devastating, that civilization cannot tolerate their being ignored." Twelve were sentenced to death. The defense "I was only following orders" was rejected: some laws stand above any state's commands.

PICTURE STUDY



The Defendants at Nuremberg, U.S. Army photographer, 1945–1946 · Photograph · U.S. National Archives

Unknown author Unknown author or not provided, public domain. Wikimedia Commons.

The defendants wore headphones to hear the proceedings translated into German, English, French and Russian, the first simultaneous translation at a great trial.

Look closely

- The headphones and the rows of defendants.
- The military police standing guard.

Talk about it

1. Why was it important that the Nazi leaders were tried rather than simply shot?
2. What does a courtroom say about the rule of law?

PRIMARY SOURCE

The Hiding Place and Letters from Prison

Read the chapters of Corrie ten Boom's *The Hiding Place* (1971) on the hiding place and on Ravensbrück, from a library copy, and selected letters and the poem "Who Am I?" from Bonhoeffer's Letters and Papers from Prison. Read Robert Jackson's opening statement at Nuremberg (21 November 1945), opening paragraphs, free online. Then read Proverbs 24:11 and Psalm 119:114 in the KJV.

Steps

1. Why did the ten Booms hide Jews?
2. How did Betsie and Corrie keep faith in Ravensbrück?
3. How does Bonhoeffer answer the question "Who am I?"
4. How do Proverbs 24:11 and Psalm 119:114 speak to the Righteous?

Check your work

- ☐ Because the Jews were God's people and in danger
- ☐ Through a smuggled Bible, prayer and worship
- ☐ Whoever I am, Thou knowest me; I am thine
- ☐ Deliver those drawn to death; God is the hiding place

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1933 boycott and Dachau; 1935 Nuremberg Laws; 1938 Kristallnacht; 1939–1940 ghettos; June 1941 shootings begin; September 1941 Babi Yar; January 1942 Wannsee; 1942 Treblinka; 1943 Warsaw Ghetto rising; February 1944 ten Booms arrested; January 1945 Auschwitz liberated; April 1945 Bonhoeffer executed; 1945–1946 Nuremberg trials.
2. Map: mark Berlin, Wannsee, Warsaw, Babi Yar (Kiev), Treblinka, Auschwitz, Ravensbrück, Haarlem, Le Chambon-sur-Lignon and Nuremberg.

> **From history.** In 1947 Corrie ten Boom, speaking in Munich, met a former guard from Ravensbrück who asked her forgiveness. She later wrote that she could take his hand only by asking Jesus to give her the forgiveness she could not give herself.

> **Church history.** Father Maximilian Kolbe, a Polish Franciscan, offered his life in place of a condemned man with a family at Auschwitz in 1941 and died in a starvation cell.

PRACTICE

1. Easy About how many Jews were murdered in the Holocaust?

   ▼ **Show answer**

   About six million.

2. Easy What was the Wannsee Conference?

   ▼ **Show answer**

   The 1942 meeting that organized the Final Solution.

3. Medium Where did the ten Booms live?

   ▼ **Show answer**

   Haarlem, the Netherlands.

4. Medium Who led Le Chambon?

   ▼ **Show answer**

   Pastor André Trocmé.

5. Hard What is the poem Bonhoeffer wrote at Christmas 1944?

   ▼ **Show answer**

   By Gracious Powers.

6. Challenge In four sentences, explain the importance of the Nuremberg trials.

   ▼ **Show answer**

   Sample: Nazi leaders were tried in a court rather than simply executed. The evidence recorded the crimes for history. The judges rejected the excuse of following orders. The trials affirmed that there is a law above the state.

COMMON MISTAKES

- Thinking ordinary Germans knew nothing. Many knew or suspected much; most kept silent out of fear or indifference.
- Thinking rescue was impossible. Thousands of the Righteous show it was possible, though at great risk.

> **Scripture.** “Thou art my hiding place and my shield: I hope in thy word.” (Psalm 119:114, KJV)
>
> Thou art my hiding place.

UNIT 8

The Cold War I, 1945–1962

Within two years of victory, the wartime allies had become rivals. An “iron curtain” fell across Europe; China fell to Mao; Korea was divided by war; and the United States and the Soviet Union raced to build ever more terrible weapons. The age of empires ended as India and Israel were born. In October 1962 the world came closer to nuclear war than ever before or since.

Students read Churchill at Fulton, Kennan’s Long Telegram, the Truman Doctrine, the Marshall Plan, accounts of the persecuted church in China, and Kennedy’s address of 22 October 1962.

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 how the Iron Curtain fell and how the West answered with containment, the Marshall Plan and the Airlift.
- ☐ I can describe Mao’s victory, the Korean War and the persecution of the church in China.
- ☐ I can describe the independence of India in 1947 and the founding of Israel in 1948 factually.
- ☐ I can explain the space race and the Cuban Missile Crisis.
- ☐ I can explain containment and deterrence.

LESSONS IN THIS UNIT

8.1	**The Iron Curtain**	Four sessions, 30–50 minutes each
8.2	**Mao and Korea**	Four sessions, 30–50 minutes each
8.3	**India (1947) and Israel (1948)**	Four sessions, 30–50 minutes each
8.4	**Sputnik and Cuba (1962)**	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**

   Which country fell to a Communist coup in 1948?

PART A · TERMS AND PEOPLE

2. (2 pts) **Lesson 8.1**

   Where did Churchill give the Iron Curtain speech?

PART A · TERMS AND PEOPLE

3. (2 pts) **Lesson 8.1**

   What did Stalin do to West Berlin in 1948?

PART A · TERMS AND PEOPLE

4. (2 pts) **Lesson 8.2**

   Where did Chiang Kai-shek flee?

PART A · TERMS AND PEOPLE

5. (2 pts) **Lesson 8.2**

   When did North Korea invade the South?

PART A · TERMS AND PEOPLE

6. (2 pts) **Lesson 8.2**

What was the Great Leap Forward?

PART A · TERMS AND PEOPLE

7. (2 pts) **Lesson 8.3**

Who led the Muslim League?

PART A · TERMS AND PEOPLE

8. (2 pts) **Lesson 8.3**

About how many people fled across the borders?

PART A · TERMS AND PEOPLE

9. (2 pts) **Lesson 8.3**

When was Israel proclaimed?

PART A · TERMS AND PEOPLE

10. (2 pts) **Lesson 8.4**

What is deterrence?

PART A · TERMS AND PEOPLE

11. (2 pts) **Lesson 8.4**

Why did Sputnik frighten Americans?

PART A · TERMS AND PEOPLE

12. (2 pts) **Lesson 8.4**

What failed at the Bay of Pigs?

PART B · DATES AND ORDER

13. (4 pts) **Lesson 8.1**

Put in order, earliest first: The Yalta Conference; The Great Leap Forward begins; Gandhi's Salt March; The State of Israel is proclaimed.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 8.2**

Put in order, earliest first: The independence and partition of India; North Korea invades the South; Churchill's Iron Curtain speech; The Great Leap Forward begins.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 8.3**

Put in order, earliest first: The independence and partition of India; The first hydrogen bomb; The Korean armistice; The Yalta Conference.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 8.4**

Put in order, earliest first: The State of Israel is proclaimed; The Yalta Conference; The first hydrogen bomb; The Truman Doctrine.

PART C · READING SOURCES

17. **10 pts** **Lesson 8.1**

Jesus said, "And ye shall know the truth, and the truth shall make you free" (John 8:32). (a) What kind of freedom does Jesus mean? (b) Why did Communist states fear the truth? (c) How did Christians behind the Iron Curtain live by this verse?

PART C · READING SOURCES

18. **10 pts** **Lesson 8.2**

Jesus said, "Upon this rock I will build my church; and the gates of hell shall not prevail against it" (Matthew 16:18). (a) What does Jesus promise? (b) How did the history of the Chinese church under Mao show this? (c) Why does the church's survival not depend on missionaries or buildings?

PART C · READING SOURCES

19. **10 pts** **Lesson 8.3**

The psalmist writes, “Pray for the peace of Jerusalem: they shall prosper that love thee” (Psalm 122:6). (a) What does the psalmist command? (b) Why is this prayer fitting in the history of 1948? (c) What peace do Christians ultimately pray for?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 8.4**

Locate or describe: Fulton, Stettin, Trieste, Berlin, the 38th parallel, Inchon, Taiwan, Kashmir, Jerusalem and Cuba.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 8.4**

Essay (400–500 words): Was containment the right answer to Soviet expansion? Use the Long Telegram, the Truman Doctrine, the Marshall Plan, Berlin or Korea, and at least two primary sources.

ANSWER KEY

1. Czechoslovakia.
2. Fulton, Missouri.
3. Blockaded it.
4. Taiwan.
5. 25 June 1950.
6. Mao's forced mass industrialization, 1958–1962.
7. Muhammad Ali Jinnah.
8. 12 to 15 million.
9. 14 May 1948.
10. Preventing attack by threat of overwhelming retaliation.
11. A rocket that reached orbit could carry a warhead to America.
12. A CIA-backed invasion by Cuban exiles.
13. Gandhi's Salt March (1930); The Yalta Conference (1945); The State of Israel is proclaimed (1948); The Great Leap Forward begins (1958).
14. Churchill's Iron Curtain speech (1946); The independence and partition of India (1947); North Korea invades the South (1950); The Great Leap Forward begins (1958).
15. The Yalta Conference (1945); The independence and partition of India (1947); The first hydrogen bomb (1952); The Korean armistice (1953).
16. The Yalta Conference (1945); The Truman Doctrine (1947); The State of Israel is proclaimed (1948); The first hydrogen bomb (1952).
17. (a) Freedom from sin through knowing Him, the truth. (b) Their rule rested on lies about history, the economy and God. (c) They kept faith, told the truth and refused to live by lies, even at great cost.
18. (a) That He will build His church and death and hell will not overcome it. (b) Though missionaries were expelled and churches closed, the church grew in secret. (c) Because Christ Himself builds it by His Spirit and Word.
19. (a) To pray for Jerusalem's peace. (b) The city was divided by war and its peoples suffered. (c) The peace of God in Christ, the Prince of Peace, for all peoples.
20. Fulton in central Missouri, where Churchill spoke in 1946; Stettin (Szczecin) on the Baltic and Trieste on the Adriatic, the two ends of Churchill's iron curtain;

Berlin, divided into four sectors deep inside the Soviet zone of Germany; the 38th parallel dividing Korea; Inchon on Korea's west coast near Seoul; Taiwan, the island off southeast China where the Nationalists fled; Kashmir in the far north of the Indian subcontinent; Jerusalem in the hills west of the Dead Sea; Cuba about ninety miles south of Florida.

21. Look for: Kennan's analysis of Soviet behavior; Greece and Turkey in 1947; the recovery of Western Europe; the Airlift; NATO; Korea; the costs and limits of containment; deterrence and the danger of nuclear war; a judgment from Scripture (Romans 13:4; Proverbs 21:31). Score: content 8, sources 6, judgment 3, writing 3.

> Printable answer key (PDF, for the parent)

UNIT PROJECT: A CRISIS SOURCE DOSSIER

Choose one crisis of 1945–1962: the Berlin Airlift, the outbreak of the Korean War, Hungary in 1956, Sputnik, the Berlin Wall or the Cuban Missile Crisis. Gather at least six primary sources from both sides, such as speeches, telegrams, letters, photographs, maps and newspaper front pages, from the National Archives, the JFK or Truman Libraries, or the Wilson Center Digital Archive.

Arrange them in order with a 100-word introduction to each, then write a 500-word conclusion: what each side knew, feared and wanted, and how the crisis was resolved.

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 dossier	4: six or more well-chosen sources from both sides, accurately introduced, with a strong conclusion. 3: fewer sources or one side only. 2: mostly secondary sources. 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 COLD WAR I, 1945–1962 · LESSON 8.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

8.1 The Iron Curtain

OBJECTIVES

- Explain how Soviet control spread over Eastern Europe after 1945.

- Describe containment: the Long Telegram, the Truman Doctrine and the Marshall Plan.
- Describe the Berlin Airlift and the founding of NATO.

> **Warm-up.** In March 1946 Churchill said, “From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent.” What did he mean?

WATCH

The Berlin Airlift Explained in 5 Minutes: US History Review

Hip Hughes (HipHughes) · 4:46

https://www.youtube.com/watch?v=9gpYsK90aio

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

Note: The backup is HistoryPod on Churchill’s Iron Curtain speech.

BACKUP VIDEO

5th March 1946: Winston Churchill describes the Iron Curtain in his ‘Sinews of Peace’ address

HistoryPod · 2:26

https://www.youtube.com/watch?v=8ABmTzemAlQ

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

KEY TERMS

Iron Curtain

Churchill’s name for the division of Europe between the free West and the Soviet-controlled East

containment

the American policy of resisting the spread of Soviet power

Truman Doctrine

President Truman's 1947 pledge to support free peoples resisting subjugation

Marshall Plan

the American program of aid to rebuild Europe, 1948–1952

NATO

the North Atlantic Treaty Organization, the Western defensive alliance founded in 1949

CORE IDEAS

Yalta and after. At Yalta (February 1945) Stalin promised free elections in Poland and Eastern Europe. Instead, as the Red Army stayed, Communist parties backed by the Soviet secret police took over Poland, Hungary, Romania, Bulgaria and, by a coup in February 1948, Czechoslovakia. Opponents were jailed or shot; churches were brought under state control. Germany was divided into four zones, and Berlin, inside the Soviet zone, into four sectors.

Containment. In February 1946 George Kennan, an American diplomat in Moscow, sent the **Long Telegram**, explaining that Soviet power was driven by ideology and insecurity and could be contained by firm, patient pressure. In March Churchill spoke of the **Iron Curtain** at Fulton, Missouri. In March 1947, when Britain could no longer support Greece and Turkey against Communist pressure, Truman asked Congress for aid: the **Truman Doctrine** pledged "to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures."

The Marshall Plan. Europe was hungry and ruined. In June 1947 Secretary of State George Marshall proposed aid for European recovery; from 1948 to 1952 the United States gave about 13 billion dollars. Western Europe recovered quickly. Stalin forbade the Eastern countries to accept it.

Berlin and NATO. In June 1948 Stalin blockaded West Berlin by road, rail and canal. The Western allies answered with the **Berlin Airlift**: for nearly a year, planes landed at Tempelhof as often as every few minutes, carrying over 2.3 million tons of food and coal. Stalin lifted the blockade in May 1949. That year the West founded **NATO**

and the Federal Republic of Germany; the Soviets created East Germany and in August 1949 tested their first atomic bomb.

PICTURE STUDY



The Berlin Airlift at Tempelhof, U.S. Air Force photographer, 1948 · Photograph · U.S. Air Force and National Archives

Henry Ries / USAF, public domain. Wikimedia Commons.

Berlin children watched the "raisin bombers" land at Tempelhof. Lt. Gail Halvorsen began dropping candy to them on tiny parachutes; other pilots followed.

Look closely

- The plane coming in low over the ruins.
- The children watching from the rubble.

Talk about it

1. Why might the Airlift have changed how Germans saw Americans only three years after the war?
2. What does the photograph show about the city?

PRIMARY SOURCE

Fulton, the Long Telegram and the Truman Doctrine

Read Churchill's "Sinews of Peace" speech at Fulton (5 March 1946), selections from Kennan's Long Telegram (22 February 1946), and Truman's address to Congress (12 March 1947), all free from the Truman Library, the Wilson Center or the Avalon Project. Then read John 8:32 and 2 Corinthians 3:17 in the KJV.

Steps

1. What does Churchill say has descended across Europe?
2. What does Kennan say drives Soviet policy?
3. What choice does Truman say every nation faces?
4. How do John 8:32 and 2 Corinthians 3:17 speak to the two ways of life?

Check your work

- ☐ An iron curtain
- ☐ Ideology and insecurity; it yields to firm force
- ☐ Between free institutions and terror and oppression
- ☐ Truth and the Spirit bring true freedom

TIMELINE AND MAP NOTEBOOK

1. Timeline: February 1945 Yalta; May 1945 V-E Day; February 1946 Long Telegram; March 1946 Fulton; March 1947 Truman Doctrine; June 1947 Marshall's speech; February 1948 Czech coup; June 1948 – May 1949 Berlin Blockade and Airlift; April 1949 NATO; August 1949 Soviet atomic bomb; 1955 Warsaw Pact; 1956 Hungary.
2. Map: draw the Iron Curtain from Stettin to Trieste, color NATO and the Soviet bloc, and mark the four zones of Germany and the sectors of Berlin.

> **From history.** In 1956 Hungarians rose against Soviet rule; Soviet tanks crushed the revolt, killing about 2,500 Hungarians, and some 200,000 fled to the West.

> **Church history.** Cardinal József Mindszenty of Hungary was arrested in 1948, tortured and forced to confess in a show trial. Freed briefly in 1956, he took refuge in the American embassy in Budapest and lived there for fifteen years.

PRACTICE

1. Easy What did Stalin promise at Yalta?

   ▼ **Show answer**

   Free elections in Eastern Europe.

2. Easy Who wrote the Long Telegram?

   ▼ **Show answer**

   George Kennan.

3. Medium What is containment?

   ▼ **Show answer**

   Resisting the spread of Soviet power.

4. Medium How much did the Marshall Plan give?

   ▼ **Show answer**

   About 13 billion dollars.

5. Hard How did the West answer?

   ▼ **Show answer**

   With the Berlin Airlift.

6. Challenge In four sentences, explain the Berlin Airlift.

   ▼ **Show answer**

   Sample: In 1948 Stalin cut off West Berlin by land. The Western allies flew in food and coal for nearly a year. Over 2.3 million tons were delivered, and Stalin lifted the blockade in 1949. The Airlift showed Western resolve without firing a shot.

COMMON MISTAKES

- Thinking the Cold War was simply a misunderstanding. Soviet seizure of Eastern Europe and the suppression of freedom there were real.
- Thinking the Marshall Plan was only charity. It also served American interests by rebuilding trading partners and halting Communism.

> **Scripture.** “Now the Lord is that Spirit: and where the Spirit of the Lord is, there is liberty.” (2 Corinthians 3:17, KJV)
>
> Where the Spirit is, there is liberty.

UNIT 8 · THE COLD WAR I, 1945–1962 · LESSON 8.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

8.2 Mao and Korea

OBJECTIVES

- Explain the Communist victory in China in 1949.
- Describe the Korean War from 1950 to 1953.
- Describe Mao’s Great Leap Forward and the persecution of the church in China.

> **Warm-up.** In 1949 the world’s most populous nation became Communist. Missionaries were expelled, and many thought the Chinese church would die. What do you think happened?

WATCH

Why did Mao win the Chinese Civil War?

History Matters · 8:23

https://www.youtube.com/watch?v=T_OqU3ONq3w

> **WHEN TO WATCH**
> With the Core idea on 1949.

Note: History Matters on why Mao won the civil war. The backup is Hip Hughes on the Korean War.

BACKUP VIDEO

The Korean "War" Explained: US History Review

Hip Hughes (HipHughes) · 16:00

https://www.youtube.com/watch?v=okQzZhL81tE

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

KEY TERMS

Mao Zedong

Chinese Communist leader (1893–1976), ruler of the People's Republic from 1949

Chiang Kai-shek

Nationalist leader of China who fled to Taiwan in 1949

38th parallel

the line dividing North and South Korea

Great Leap Forward

Mao's campaign of 1958–1962 to industrialize by mass mobilization, which caused a vast famine

Three-Self Patriotic Movement

the state-controlled Protestant church organization founded in 1954

CORE IDEAS

China. After Japan's defeat, civil war resumed between **Chiang Kai-shek**'s Nationalists and **Mao Zedong**'s Communists. Mao's armies won, and on 1 October 1949 he proclaimed the People's Republic of China in Beijing. Chiang fled to Taiwan. Land reform followed, in which perhaps one to two million landlords were killed. In 1950 China signed a treaty with Stalin.

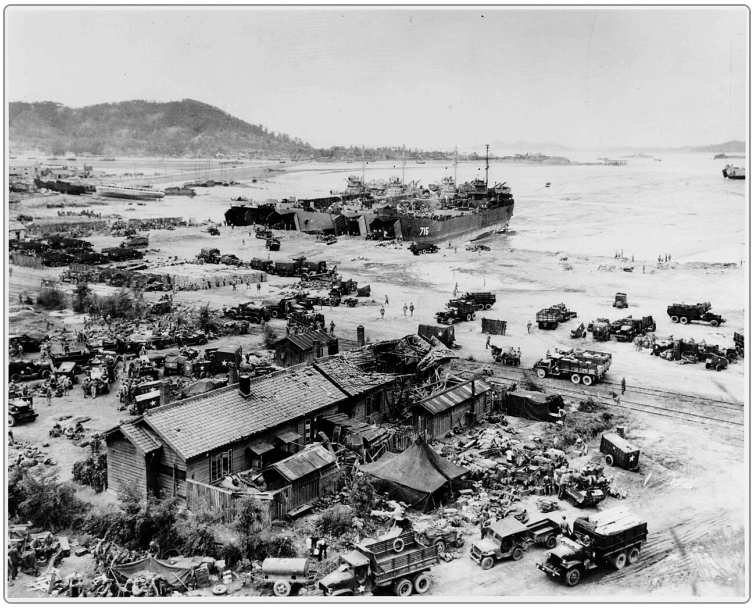
Korea. Korea had been divided at the **38th parallel** in 1945. On 25 June 1950 Kim Il Sung's North Korean army, armed by Stalin, invaded the South and nearly took the whole peninsula. The United Nations sent forces under General MacArthur, who landed behind the enemy at Inchon in September and drove north toward the Chinese border. In November some 300,000 Chinese troops crossed the Yalu and drove the UN forces back. The war settled into stalemate near the 38th parallel, and an armistice was signed in July 1953. About 36,000 Americans and perhaps two to three million Koreans died.

The Great Leap. In the **Great Leap Forward** (1958–1962) Mao forced peasants into huge communes and backyard steel furnaces. Officials reported false harvests and grain was seized. In the famine that followed, some 30 to 45 million Chinese died,

the deadliest famine in history. The Cultural Revolution (1966–1976) later unleashed the Red Guards against teachers, temples, churches and “old ideas.”

The church in China. Missionaries were expelled by 1952. Protestant churches were forced into the **Three-Self Patriotic Movement** under the party; those who refused were imprisoned. The pastor Wang Mingdao, who would not join, was jailed in 1955–1956 and again from 1958 to 1980. Watchman Nee died in a labor camp in 1972. During the Cultural Revolution every church was closed. Yet believers met secretly in homes, and when China opened again in the late 1970s, the church had grown from under a million Protestants in 1949 to many millions.

PICTURE STUDY



The Landing at Inchon, U.S. Navy photographer, 16 September 1950 · Photograph · U.S. Naval History and Heritage Command

Unknown Marine, public domain. Wikimedia Commons.

Inchon's tides rise and fall over thirty feet. The landing ships had to come in at high tide and were left sitting on the mud flats when the water went out.

Look closely

- The landing ships stranded on the mud.
- The trucks and supplies coming ashore.

Talk about it

1. Why was Inchon such a risky place to land?
2. Why did the landing change the course of the war so quickly?

PRIMARY SOURCE

Wang Mingdao and the Korean War

Read Wang Mingdao's statement "We, Because of Faith" (1955), on why he would not join the Three-Self Movement (free online in English translation), and Truman's statement on Korea (27 June 1950), from the Truman Library. Then read Matthew 16:18 and John 16:33 in the KJV.

Steps

1. Why does Wang refuse to join the Three-Self Movement?
2. What does he say about obeying God and the state?
3. Why did Truman send forces to Korea?
4. How do Matthew 16:18 and John 16:33 explain the survival of the Chinese church?

Check your work

- ☐ Its leaders denied the faith and served the party
- ☐ He obeys the state except where it contradicts God
- ☐ To stop Communist aggression
- ☐ The gates of hell shall not prevail; Christ has overcome the world

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1945 Korea divided; 1946–1949 Chinese Civil War; 1 October 1949 People's Republic; 1950 Sino-Soviet treaty; 25 June 1950 North Korea invades; September 1950 Inchon; November 1950 China enters; 1952 missionaries expelled; July 1953 armistice; 1954 Three-Self founded; 1955 Wang Mingdao arrested; 1958–1962 Great Leap; 1966–1976 Cultural Revolution.
2. Map: mark Beijing, Shanghai, Taiwan, the Yalu River, Pyongyang, Seoul, Inchon, Pusan and the 38th parallel, with the farthest advances of each side in 1950.

> **From history.** The Korean demilitarized zone, set in 1953, is about two and a half miles wide and 150 miles long. The war never formally ended with a peace treaty.

> **Church history.** The Korean pastor Son Yang-won forgave and adopted the Communist student who had killed two of his sons in 1948. He himself was shot by North Korean soldiers in 1950.

PRACTICE

1. Easy When did Mao proclaim the People's Republic?

   ▼ **Show answer**

   1 October 1949.

2. Easy What line divided Korea?

   ▼ **Show answer**

   The 38th parallel.

3. Medium Who led the UN forces?

   ▼ **Show answer**

   General MacArthur.

4. Medium When was the armistice signed?

   ▼ **Show answer**

   July 1953.

5. Hard About how many died in the famine?

   ▼ **Show answer**

   About 30 to 45 million.

6. Challenge In four sentences, explain how the church in China survived Mao.

   ▼ **Show answer**

   Sample: Missionaries were expelled and churches forced under state control. Faithful pastors like Wang Mingdao refused and were imprisoned. Believers met secretly in homes, especially when every church was closed. When China opened again, the church had grown far larger than in 1949.

COMMON MISTAKES

- Thinking the Korean War was a U.S. war alone. Sixteen nations sent combat troops under the UN flag.

- Thinking Chinese Christianity died under Mao. It suffered terribly but grew in secret.

> **Scripture.** “These things I have spoken unto you, that in me ye might have peace. In the world ye shall have tribulation: but be of good cheer; I have overcome the world.” (John 16:33, KJV)
>
> Christ has overcome the world.

UNIT 8 · THE COLD WAR I, 1945–1962 · LESSON 8.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

8.3 India (1947) and Israel (1948)

OBJECTIVES

- Describe the independence and partition of India in 1947.
- Describe the founding of Israel in 1948 and the war that followed.
- Explain the end of the European empires after 1945.

> **Warm-up.** Within a year, in 1947–1948, both the largest colony in the world and one of the oldest peoples gained independent states. Both births came with war and great suffering. Why?

WATCH

Why was India split into two countries? - Haimanti Roy

TED-Ed · 5:49

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

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

Note: TED-Ed on the Partition of India. The backup covers the 1948 Arab–Israeli war.

BACKUP VIDEO

First Arab - Israeli War 1948 - COLD WAR DOCUMENTARY

Kings and Generals · 22:34

https://www.youtube.com/watch?v=CaIi-3huRLE

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

KEY TERMS

Gandhi

Mohandas Gandhi (1869–1948), leader of the Indian independence movement through nonviolent resistance

Muslim League

the party led by Muhammad Ali Jinnah that demanded a separate Muslim state

decolonization

the end of European colonial empires after 1945

partition

the division of British India into India and Pakistan in August 1947

UN Partition Plan

the United Nations resolution of November 1947 dividing Palestine into Jewish and Arab states

India. Gandhi, who had returned from South Africa in 1915, led mass campaigns of nonviolent resistance, such as the Salt March of 1930, alongside Jawaharlal Nehru of the Congress. After 1945 Britain, exhausted by war, resolved to leave. The **Muslim League** under Jinnah demanded a separate state, Pakistan. On 15 August 1947 British India was **partitioned** into India and Pakistan (with East Pakistan, later Bangladesh).

Partition. Some 12 to 15 million people fled across the new borders, Hindus and Sikhs to India and Muslims to Pakistan. In the riots and massacres of 1947 perhaps several hundred thousand to a million died. India and Pakistan went to war over Kashmir. On 30 January 1948 Gandhi was shot by a Hindu nationalist who hated his efforts at reconciliation with Muslims.

Israel. Jews had returned to the land in growing numbers since the 1880s, and the Balfour Declaration (1917) promised a national home under the British mandate. After the Holocaust, the need for a refuge was urgent. In November 1947 the **UN Partition Plan** proposed Jewish and Arab states; Jewish leaders accepted it, Arab leaders rejected it. On 14 May 1948 David Ben-Gurion proclaimed the State of Israel. Egypt, Jordan, Syria, Lebanon and Iraq invaded. Israel survived. About 700,000 Arabs fled or were driven from their homes, and in the following years some 800,000 Jews left or were expelled from Arab countries.

The end of empire. India's independence began **decolonization**. Indonesia, Burma and Ceylon followed; in Africa, Ghana became independent in 1957 and seventeen African nations in 1960 alone. Some transitions were peaceful, others bloody, as in Algeria (1954–1962) and Kenya. The new nations became a field of Cold War rivalry. Many churches founded by missions now came under native leadership and grew rapidly.

PICTURE STUDY



Mohandas Gandhi, Unknown photographer, 1930s · Photograph · Several archives

Elliott & Fry, public domain. Wikimedia Commons.

Gandhi spun and wore khadi, homespun cotton, to show that Indians could live without British manufactured cloth.

Look closely

- The simple homespun dress.
- The round spectacles and bare head.

Talk about it

1. Why might Gandhi's simple dress have been a powerful political message?
2. Compare this with the photographs of other leaders in this course.

PRIMARY SOURCE

Nehru and Ben-Gurion

Read Jawaharlal Nehru's "Tryst with Destiny" speech (14 August 1947) and the Declaration of the Establishment of the State of Israel (14 May 1948), both free online. Then read Psalm 122:6 and Acts 17:26 in the KJV.

Steps

1. What does Nehru say India keeps a tryst with?
2. What does the Israeli Declaration say about the people's history?
3. What does each document promise to its minorities?
4. How do Psalm 122:6 and Acts 17:26 guide a Christian's view of nations?

Check your work

- ☐ Destiny, at the stroke of midnight
- ☐ Their bond to the land through history and exile
- ☐ Equal rights for all citizens
- ☐ Pray for the peace of Jerusalem; God made and bounds the nations

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1915 Gandhi returns to India; 1917 Balfour Declaration; 1930 Salt March; 1942 Quit India; 15 August 1947 partition and independence; November 1947 UN Partition Plan; 30 January 1948 Gandhi killed; 14 May 1948 Israel proclaimed; 1948–1949 Arab–Israeli war; 1957 Ghana; 1960 the year of Africa.
2. Map: draw the partition of India in 1947 (India, West and East Pakistan, Kashmir) and the armistice lines of Israel in 1949.

> **From history.** At midnight on 14–15 August 1947 Nehru told India's assembly, "At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom."

> **Church history.** In 1947 the Church of South India united Anglicans, Methodists, Presbyterians and Congregationalists, the first union of its kind; Bishop Lesslie Newbigin was one of its first bishops.

PRACTICE

1. Easy What was the Salt March?

   ▼ **Show answer**

   Gandhi's 1930 march against the British salt tax.

2. Easy When were India and Pakistan partitioned?

   ▼ **Show answer**

   15 August 1947.

3. Medium Which region did India and Pakistan fight over?

   ▼ **Show answer**

   Kashmir.

4. Medium Who proclaimed the State of Israel?

   ▼ **Show answer**

   David Ben-Gurion.

5. Hard Which nations invaded Israel?

   ▼ **Show answer**

   Egypt, Jordan, Syria, Lebanon and Iraq.

6. Challenge In four sentences, describe the founding of Israel.

   ▼ **Show answer**

   Sample: Jews had returned to the land since the 1880s, and the Holocaust made a refuge urgent. The UN proposed partition in 1947; Jewish leaders accepted and Arab leaders rejected it. Ben-Gurion proclaimed Israel on 14 May 1948, and five Arab armies invaded. Israel survived, and both Arabs and Jews were displaced in great numbers.

COMMON MISTAKES

- Thinking independence was given peacefully everywhere. India and Israel were born in war and mass flight.
- Thinking one side alone suffered in 1947–1948. Hindus, Sikhs, Muslims, Jews and Arabs all suffered great losses.

> **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)
>
> God made of one blood all nations.

UNIT 8 · THE COLD WAR I, 1945–1962 · LESSON 8.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

8.4 Sputnik and Cuba (1962)

OBJECTIVES

- Describe the nuclear arms race and the space race.
- Describe the Berlin Wall.
- Explain the Cuban Missile Crisis and how it was resolved.

> **Warm-up.** For thirteen days in October 1962 the world held its breath. President Kennedy later put the odds of nuclear war at “somewhere between one out of three and even.” How was it avoided?

WATCH

The history of the Cuban Missile Crisis - Matthew A. Jordan

TED-Ed · 4:52

https://www.youtube.com/watch?v=bwWW3sbk4EU

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

Note: The backup is TED-Ed on the space race.

BACKUP VIDEO

Who won the space race? - Jeff Steers

TED-Ed · 4:47

https://www.youtube.com/watch?v=FxpC-8f--xo

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

KEY TERMS

hydrogen bomb
a thermonuclear weapon far more powerful than the atomic bomb, first tested by the U.S. in 1952

Sputnik
the first artificial satellite, launched by the Soviet Union on 4 October 1957

Berlin Wall
the wall built by East Germany around West Berlin from 13 August 1961

Cuban Missile Crisis
the confrontation of October 1962 over Soviet nuclear missiles in Cuba

deterrence
preventing attack by the threat of overwhelming retaliation

CORE IDEAS

The arms race. The United States tested the first **hydrogen bomb** in 1952, and the Soviets in 1953. Each side built bombers and then missiles. Peace rested on **deterrence**: neither side would strike first because the other could destroy it in return. Schoolchildren practiced "duck and cover" drills, and families built fallout shelters.

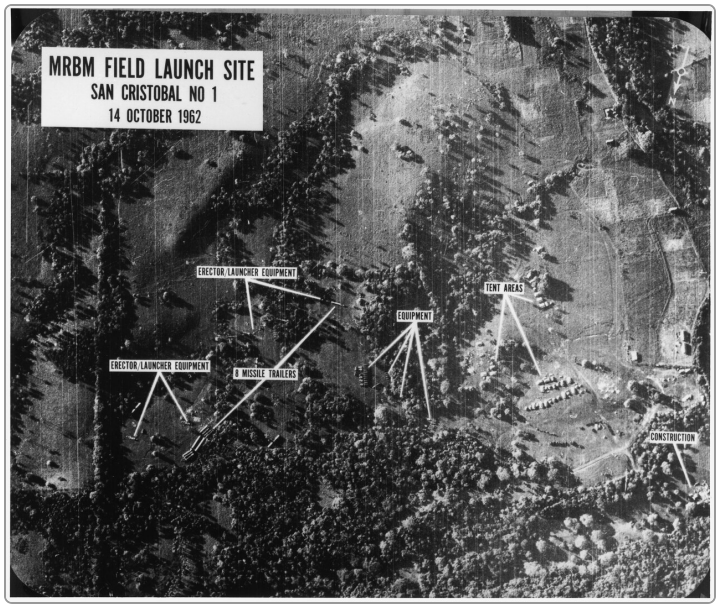
The space race. On 4 October 1957 the Soviets launched **Sputnik**, a 184-pound satellite that circled the earth beeping. Americans feared that a rocket that could reach orbit could carry a warhead to America. The United States founded NASA (1958) and poured money into science education. Yuri Gagarin became the first man in space in April 1961; in 1969 Americans landed on the moon. On Christmas Eve 1968 the crew of Apollo 8, orbiting the moon, read the first ten verses of Genesis to the world.

Berlin. Millions of East Germans had fled to the West through Berlin. On 13 August 1961 East Germany began building the **Berlin Wall**. Families were divided overnight; at least 140 people were killed trying to cross it in the years that followed. In June 1963 President Kennedy told West Berliners, "Ich bin ein Berliner."

Cuba. In 1959 Fidel Castro took power in Cuba and allied with Moscow. A CIA-backed invasion by exiles at the Bay of Pigs failed in April 1961. In 1962 Khrushchev secretly

placed nuclear missiles in Cuba. On 14 October an American U-2 spy plane photographed them. On 22 October Kennedy told the nation and announced a naval "quarantine." Soviet ships approached the line and turned back; a U-2 was shot down on 27 October. On 28 October Khrushchev agreed to remove the missiles in return for an American pledge not to invade Cuba and a secret promise to remove American missiles from Turkey. A hotline between Washington and Moscow followed in 1963.

PICTURE STUDY



A U-2 Photograph of a Missile Site in Cuba, U.S. Air Force, released by the Department of Defense, 14 October 1962 (San Cristóbal Site No. 1) · Aerial reconnaissance photograph with labels · JFK Presidential Library and National Archives

Department of Defense. (09/18/1947 -), Photographer (NARA record: 1146111), public domain. Wikimedia Commons.

This photograph near San Cristóbal, Cuba, taken from about 70,000 feet, gave Kennedy the first proof of Soviet ballistic missiles in Cuba.

Look closely

- The labels added by analysts.
- How ordinary the countryside looks from the air.

Talk about it

1. Why was this photograph so important?
2. Why did it take expert analysts to read it?

PRIMARY SOURCE

Kennedy, 22 October 1962

Read President Kennedy's address to the nation of 22 October 1962 and Khrushchev's letter to Kennedy of 26 October, both free from the JFK Library or the State Department's Office of the Historian. Then read Psalm 8:3–4 and Proverbs 21:31 in the KJV.

Steps

1. What does Kennedy tell the nation the Soviets have done?
2. What steps does he announce?
3. What does Khrushchev say about the "knot of war"?
4. How do Psalm 8:3–4 and Proverbs 21:31 put the crisis in perspective?

Check your work

- ☐ Placed offensive missiles in Cuba
- ☐ A quarantine and readiness for further action
- ☐ Both sides must stop pulling on the rope
- ☐ Man is small before God; safety is of the Lord

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1952 U.S. hydrogen bomb; 1953 Stalin dies; 1955 Warsaw Pact; 1956 Hungary; 1957 Sputnik; 1958 NASA; 1959 Castro; April 1961 Gagarin and the Bay of Pigs; August 1961 Berlin Wall; 14–28 October 1962 Cuban Missile Crisis; 1963 hotline and test-ban treaty; 1968 Apollo 8; 1969 moon landing.
2. Map: mark Cuba, Florida, Washington, the quarantine line, Turkey and Moscow, and draw the range of the Cuban missiles over the United States.

> **From history.** On 27 October 1962 Soviet submarine officer Vasili Arkhipov refused to approve the firing of a nuclear torpedo when his submarine, cut off from Moscow, was being forced to surface by American ships.

> **Church history.** Pope John XXIII broadcast an appeal for peace on 25 October 1962; Pravda printed it the next day, giving Khrushchev a public way to step back. In 1963 John XXIII published Pacem in Terris.

PRACTICE

1. Easy When did the U.S. test the first hydrogen bomb?

   ▼ **Show answer**

   1952.

2. Easy When was Sputnik launched?

   ▼ **Show answer**

   4 October 1957.

3. Medium Who was the first man in space?

   ▼ **Show answer**

   Yuri Gagarin, 1961.

4. Medium Who took power in Cuba in 1959?

   ▼ **Show answer**

   Fidel Castro.

5. Hard How were the missiles discovered?

   ▼ **Show answer**

   By a U-2 spy plane photograph.

6. Challenge In four sentences, explain how the Cuban Missile Crisis was resolved.

   ▼ **Show answer**

   Sample: Kennedy quarantined Cuba rather than bombing it. Soviet ships turned back from the line. Khrushchev agreed to remove the missiles if the U.S. pledged not to invade Cuba. The U.S. also secretly agreed to remove its missiles from Turkey.

COMMON MISTAKES

- Thinking Kennedy won simply by standing firm. The crisis ended with a compromise, including the secret Turkey deal.

- Thinking Sputnik was only about science. It showed the Soviets could build missiles able to reach America.

> **Scripture.** “The horse is prepared against the day of battle: but safety is of the LORD.” (Proverbs 21:31, KJV)
>
> Safety is of the LORD.

UNIT 9

The Cold War II and Its End, 1963–1991

The second half of the Cold War brought the long war in Vietnam, the American civil rights movement and its roots in the Black church, and a remarkable turn: the Polish pope John Paul II, the Solidarity movement, and a wave of peaceful revolutions in 1989 that brought down the Berlin Wall. On 26 December 1991 the Soviet Union ceased to exist. The course ends there.

Students read Martin Luther King’s Letter from Birmingham Jail, John Paul II’s Warsaw homily of 1979, Reagan at the Brandenburg Gate and Centesimus Annus.

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 describe the Vietnam War factually from 1954 to 1975 and its aftermath.
- ☐ I can explain the civil rights movement of 1954–1968 and its Christian roots.
- ☐ I can describe John Paul II, Solidarity and the persecuted church behind the Iron Curtain.
- ☐ I can explain the revolutions of 1989 and the end of the Soviet Union in 1991.
- ☐ I can write a senior thesis using primary sources.

LESSONS IN THIS UNIT

9.1	**Vietnam, 1954–75**	Four sessions, 30–50 minutes each
9.2	**Civil Rights and Their Christian Roots, 1954–68**	Four sessions, 30–50 minutes each
9.3	**John Paul II, Poland and the Persecuted Church**	Four sessions, 30–50 minutes each
9.4	**1989–1991**	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**

   Where was Vietnam divided?

PART A · TERMS AND PEOPLE

2. **2 pts** **Lesson 9.1**

   Who led South Vietnam from 1955?

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 9.1**

   What happened at Hue in 1968?

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 9.2**

   Where did Eisenhower send troops in 1957?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 9.2**

   How long did the bus boycott last?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 9.2**

How many marched on Washington?

PART A · TERMS AND PEOPLE

7. **2 pts** **Lesson 9.3**

Which country banned all religion in 1967?

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 9.3**

Who was elected pope in October 1978?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 9.3**

Where was Solidarity founded?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 9.4**

What did Reagan call the Soviet Union in 1983?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 9.4**

What is perestroika?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 9.4**

Who became president of Czechoslovakia?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 9.1**

Put in order, earliest first: The Civil Rights Act; The Berlin Wall is opened; Brown v. Board of Education; Reagan at the Brandenburg Gate.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 9.2**

Put in order, earliest first: American combat troops arrive; Gorbachev comes to power; Reagan at the Brandenburg Gate; Martial law in Poland.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 9.3**

Put in order, earliest first: Reagan at the Brandenburg Gate; Martial law in Poland; The Soviet Union is dissolved; John Paul II is elected.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 9.4**

Put in order, earliest first: The fall of Saigon; Brown v. Board of Education; John Paul II is elected; Solidarity is founded.

PART C · READING SOURCES

17. **10 pts** **Lesson 9.1**

Paul writes, “If it be possible, as much as lieth in you, live peaceably with all men” (Romans 12:18). (a) What does Paul command? (b) What do the words “if it be possible” admit? (c) How did Christians serve peace and the refugees after 1975?

PART C · READING SOURCES

18. **10 pts** **Lesson 9.2**

King quoted the prophet: “But let judgment run down as waters, and righteousness as a mighty stream” (Amos 5:24). (a) What does Amos demand? (b) Why did King use this verse? (c) What else in Amos 5 warns against worship without justice?

PART C · READING SOURCES

19. **10 pts** **Lesson 9.3**

Jesus said to His frightened disciples, “Be of good cheer; it is I; be not afraid” (Matthew 14:27). (a) When did Jesus speak these words? (b) Why did John Paul II begin his papacy with “Be not afraid”? (c) What did fear and courage have to do with the fall of Communism?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 9.4**

Locate or describe: Saigon, Hanoi, the 17th parallel, Montgomery, Birmingham, Selma, Warsaw, Gdańsk, the Brandenburg Gate and Moscow.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 9.4**

Final essay (500–600 words): Why did the Soviet Union fall? Use the nature of Communism, the Cold War, the persecuted church, John Paul II and Solidarity, and 1989–1991, with at least three primary sources.

ANSWER KEY

1. At the 17th parallel.
2. Ngo Dinh Diem.
3. Communist forces massacred some 2,800 civilians.
4. Little Rock Central High School.
5. 381 days.
6. About 250,000.
7. Albania.
8. Karol Wojtyła, John Paul II.
9. Gdańsk, 1980.
10. An evil empire.
11. Restructuring of the economy.
12. Václav Havel.
13. Brown v. Board of Education (1954); The Civil Rights Act (1964); Reagan at the Brandenburg Gate (1987); The Berlin Wall is opened (1989).
14. American combat troops arrive (1965); Martial law in Poland (1981); Gorbachev comes to power (1985); Reagan at the Brandenburg Gate (1987).
15. John Paul II is elected (1978); Martial law in Poland (1981); Reagan at the Brandenburg Gate (1987); The Soviet Union is dissolved (1991).
16. Brown v. Board of Education (1954); The fall of Saigon (1975); John Paul II is elected (1978); Solidarity is founded (1980).
17. (a) To live at peace with everyone as far as it depends on us. (b) That peace is not always possible when others choose war. (c) Many churches sponsored and welcomed boat people and other refugees.
18. (a) Justice and righteousness flowing without end. (b) To call the nation to keep its laws and promises for all citizens. (c) God says He hates feasts and songs offered without justice (Amos 5:21–23).
19. (a) When He came to them walking on the sea in the storm. (b) To call Christians, especially those under Communism, to trust Christ rather than fear tyrants. (c) Communism ruled by fear; when people stopped being afraid, its power collapsed.

20. Saigon (Ho Chi Minh City) in southern Vietnam on the Saigon River; Hanoi on the Red River in northern Vietnam; the 17th parallel dividing North and South Vietnam from 1954 to 1975; Montgomery, capital of Alabama; Birmingham in north-central Alabama; Selma on the Alabama River west of Montgomery; Warsaw on the Vistula, capital of Poland; Gdańsk on the Baltic coast of Poland, home of the Lenin Shipyard; the Brandenburg Gate in central Berlin, just inside the former East; Moscow, capital of Russia and of the Soviet Union.
21. Look for: Marxism's false view of man; the Gulag and repression; economic failure; Western containment; faith and conscience (John Paul II, Solidarity, Solzhenitsyn); Gorbachev's reforms; the peaceful revolutions of 1989; the August 1991 coup and 26 December 1991. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: CAPSTONE: THE SENIOR THESIS

Write a 2,000–2,500-word senior thesis on a question from any part of this course, 1815–1991, for example: “Why did the Soviet Union fall?”, “How did Christians shape the abolition of slavery and the civil rights movement?” or “Was the Treaty of Versailles the cause of the Second World War?” Use at least six primary sources and three scholarly books.

This thesis may be the same paper as the Composition 12 senior thesis. Present it orally in 8–10 minutes and answer questions from your family or class.

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 thesis	4: a clear, arguable thesis, six or more primary sources, fair treatment of other views, judgment rooted in Scripture and a strong oral defense. 3: thinner sources or defense. 2: mostly summary. 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 · THE COLD WAR II AND ITS END, 1963–1991 · LESSON 9.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

9.1 Vietnam, 1954–75

OBJECTIVES

- Explain how Vietnam was divided and how the United States became involved.
- Describe the course of the war from 1965 to 1975.

- Describe the fall of Saigon and what followed in Vietnam and Cambodia.

> **Warm-up.** Over 58,000 Americans and perhaps two to three million Vietnamese died in the Vietnam War. How did it begin, and how did it end?

WATCH

Vietnam War

Khan Academy · 17:41

https://www.youtube.com/watch?v=9e9GWdT2pEQ

> **WHEN TO WATCH**
> After the Core ideas; a longer video, so it may be split over two sessions.

Note: Khan Academy's overview of the Vietnam War. The backup is HistoryPod on the evacuation of Saigon in April 1975.

BACKUP VIDEO

29th April 1975: US evacuation of Saigon in Operation Frequent Wind

HistoryPod · 2:24

https://www.youtube.com/watch?v=XB-cOIxXDc4

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

KEY TERMS

Ho Chi Minh
Vietnamese Communist leader (1890–1969) of North Vietnam

domino theory
the belief that if one nation fell to Communism its neighbors would follow

Gulf of Tonkin Resolution
the 1964 congressional resolution authorizing the president to use force in Vietnam

Tet Offensive
the North Vietnamese and Viet Cong attacks of January–February 1968

boat people

Vietnamese refugees who fled by sea after 1975

CORE IDEAS

Division. After Japan's defeat, **Ho Chi Minh**'s Communist Viet Minh fought the French, who were beaten at Dien Bien Phu in 1954. The Geneva Accords divided Vietnam at the 17th parallel: a Communist North under Ho and a non-Communist South under Ngo Dinh Diem, a Catholic. Some 800,000 to a million northerners, most of them Catholics, fled south. The United States, holding to the **domino theory**, backed the South with aid and advisers.

Escalation. North Vietnam sent men and arms down the Ho Chi Minh Trail to the Viet Cong guerrillas in the South. After reported attacks on American destroyers, Congress passed the **Gulf of Tonkin Resolution** (1964). In 1965 President Johnson sent combat troops and began bombing the North; by 1968 over 500,000 Americans were in Vietnam. Soldiers fought in jungles, rice paddies and villages against an enemy who could melt away.

Tet and after. In the **Tet Offensive** of 1968 Communist forces attacked cities across the South, including the U.S. embassy in Saigon. They were beaten back with heavy losses, and at Hue they massacred some 2,800 civilians. But Tet convinced many Americans the war could not be won quickly, and protests grew. President Nixon withdrew American troops gradually while bombing the North and Cambodia. The Paris Peace Accords of January 1973 ended American combat; American prisoners of war came home.

The fall. In April 1975 North Vietnamese tanks entered Saigon, and the South surrendered on 30 April. Hundreds of thousands were sent to "re-education" camps; perhaps 800,000 or more **boat people** fled by sea, and many drowned or were attacked by pirates. In neighboring Cambodia the Khmer Rouge under Pol Pot emptied the cities and killed some 1.5 to 2 million people (1975–1979). Laos also fell to Communist rule.

PICTURE STUDY



Helicopters in Vietnam, U.S. Army photographer, 1966 · Photograph · U.S. National Archives

James K. F. Dung, SFC, Photographer, public domain. Wikimedia Commons.

Army UH-1D helicopters lifted men of the 2nd Battalion, 14th Infantry, from the Filhol Rubber Plantation in 1966. The Bell UH-1 “Huey” helicopter carried troops into battle and the wounded out. It became the symbol of the war.

Look closely

- The helicopters low over the field.
- The soldiers moving away from them.

Talk about it

1. Why were helicopters so important in this war?
2. What does the landscape suggest about the difficulty of the fighting?

PRIMARY SOURCE

Johnson and the Paris Accords

Read President Johnson's address at Johns Hopkins University, "Peace Without Conquest" (7 April 1965), and the opening articles of the Paris Peace Accords (27 January 1973), both free online. Then read Romans 12:18 and Psalm 34:18 in the KJV.

Steps

1. Why does Johnson say the United States is in Vietnam?
2. What does he offer North Vietnam?
3. What did the Paris Accords promise?
4. How do Romans 12:18 and Psalm 34:18 speak to the war and its refugees?

Check your work

- ☐ To keep a promise and stop aggression
- ☐ Peace talks and aid for development
- ☐ A ceasefire and American withdrawal
- ☐ Live peaceably if possible; God is near the brokenhearted

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1954 Dien Bien Phu and Geneva; 1955 Diem's republic; 1963 Diem killed; 1964 Gulf of Tonkin; 1965 combat troops; 1968 Tet and Hue; 1969 withdrawals begin; 1973 Paris Accords; 30 April 1975 fall of Saigon; 1975–1979 Khmer Rouge; late 1970s boat people.
2. Map: mark Hanoi, Haiphong, the 17th parallel, the Ho Chi Minh Trail through Laos and Cambodia, Dien Bien Phu, Hue, Da Nang and Saigon.

> **From history.** The Vietnam Veterans Memorial in Washington, dedicated in 1982, lists the names of over 58,000 Americans who died in the war.

> **Church history.** When the North Vietnamese entered Saigon, many Vietnamese pastors and priests chose to stay with their people. Some, like the Catholic bishop Francis Xavier Nguyen Van Thuan, spent years in prison; Thuan, held thirteen years, nine in solitary confinement, celebrated Mass from memory with a few drops of wine in his palm.

PRACTICE

1. Easy Where were the French defeated in 1954?

   ▼ **Show answer**

   Dien Bien Phu.

2. Easy Who led North Vietnam?

   ▼ **Show answer**

   Ho Chi Minh.

3. Medium What was the domino theory?

   ▼ **Show answer**

   If one nation fell to Communism, its neighbors would follow.

4. Medium What was the Tet Offensive?

   ▼ **Show answer**

   Communist attacks across the South in 1968.

5. Hard When were the Paris Peace Accords signed?

   ▼ **Show answer**

   January 1973.

6. Challenge In four sentences, describe what happened after the fall of Saigon.

   ▼ **Show answer**

   Sample: The North took over the whole country in 1975. Hundreds of thousands were sent to re-education camps. Hundreds of thousands of boat people fled by sea. In Cambodia the Khmer Rouge killed some 1.5 to 2 million people.

COMMON MISTAKES

- Thinking the war ended when American troops left. Fighting continued until 1975, and suffering after.
- Thinking the war was only an American story. Vietnamese, Cambodians and Laotians bore the greatest losses.

> **Scripture.** "The LORD is nigh unto them that are of a broken heart; and saveth such as be of a contrite spirit." (Psalm 34:18, KJV)
>
> Near to the brokenhearted.

UNIT 9 · THE COLD WAR II AND ITS END, 1963–1991 · LESSON 9.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

9.2 Civil Rights and Their Christian Roots, 1954–68

OBJECTIVES

- Describe the main events of the civil rights movement from 1954 to 1968.
- Explain the Christian roots of the movement and its method of nonviolence.
- Read the Letter from Birmingham Jail.

> **Warm-up.** In 1963 Martin Luther King wrote from a Birmingham jail cell that "an unjust law is a code that is out of harmony with the moral law." How can a law be unjust?

WATCH

Martin Luther King Jr. - Letter from Birmingham Jail

Drive Thru History with Dave Stotts · 3:20

https://www.youtube.com/watch?v=La7ZcoKPN-M

> **WHEN TO WATCH**
> With the source work on the Letter from Birmingham Jail.

Note: Dave Stotts on the Letter from Birmingham Jail.

BACKUP VIDEO

Letter from a Birmingham Jail

Khan Academy · 4:12

https://www.youtube.com/watch?v=VKq7wUoIIK8

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

KEY TERMS

Brown v. Board of Education

the 1954 Supreme Court ruling that segregated public schools were unconstitutional

Martin Luther King Jr.

Baptist pastor and civil rights leader (1929–1968)

Civil Rights Act

the 1964 law forbidding segregation in public places and discrimination in employment

Montgomery bus boycott

the 1955–1956 boycott that ended segregated buses in Montgomery, Alabama

Southern Christian Leadership Conference

the organization of Black churches and pastors founded in 1957, led by King

CORE IDEAS

The legal battle. Under Jim Crow, Black Americans in the South were kept from the vote and segregated in schools, buses and public places. In **Brown v. Board of Education** (1954) the Supreme Court ruled that segregated schools were unconstitutional under the Fourteenth Amendment. In 1957 President Eisenhower sent troops to protect nine Black students entering Central High School in Little Rock.

The churches. In December 1955 Rosa Parks, secretary of the local NAACP and a faithful member of St. Paul AME Church, was arrested for refusing to give up her seat on a Montgomery bus. The city's Black churches organized a boycott that lasted 381 days and chose a young pastor, **Martin Luther King Jr.**, to lead it. The boycott ended when the Supreme Court struck down bus segregation in 1956. In 1957 King and other pastors founded the **Southern Christian Leadership Conference**. Mass meetings were held in churches, with prayer, Scripture and hymns.

Birmingham to Selma. In 1963 the movement marched in Birmingham, Alabama; volunteers signed a pledge to "meditate daily on the teachings and life of Jesus" and to "refrain from the violence of fist, tongue, or heart," and police turned fire hoses and dogs on children. Jailed, King wrote his Letter answering white clergymen who called the marches "unwise and untimely." In August 1963 some 250,000 marched on Washington, where King quoted Amos and Isaiah. In September a bomb at Birmingham's Sixteenth Street Baptist Church killed four girls. The **Civil Rights Act** (1964) and, after the march at Selma, the Voting Rights Act (1965) were passed.

The cost. Medgar Evers was murdered in 1963, and three young volunteers in Mississippi in 1964. King was assassinated in Memphis on 4 April 1968. The movement was not without division, and many white churches had stood aside or opposed it, while some white Christians joined it. Its moral power came largely from the Bible: the Exodus, the prophets, the image of God in every person, and Christ's command to love one's enemies.

PICTURE STUDY



The March on Washington, U.S. Information Agency photographer, 28 August 1963 · Photograph · U.S. National Archives

Unknown author Unknown author or not provided, public domain. Wikimedia Commons.

Some 250,000 people gathered before the Lincoln Memorial on 28 August 1963. King's speech that day closed the program.

Look closely

- The size of the crowd along the Reflecting Pool.
- The Lincoln Memorial at the end of the Mall.

Talk about it

1. Why was the Lincoln Memorial chosen for the march?
2. How does this scene connect with Lincoln and the Fourteenth Amendment?

PRIMARY SOURCE

Letter from Birmingham Jail

Read King's Letter from Birmingham Jail (16 April 1963) in the Classics Library, especially the passages on just and unjust laws and on the church. Then read Amos 5:24 and Isaiah 40:4 in the KJV.

Steps

1. How does King define a just and an unjust law?
2. Which Christian thinkers does he cite?
3. What does he say about the white church?
4. How do Amos 5:24 and Isaiah 40:4 shape the letter and the March on Washington?

Check your work

- ☐ A just law squares with the law of God
- ☐ Augustine and Aquinas
- ☐ He is disappointed by its silence
- ☐ Let justice roll down; every valley shall be exalted

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1954 Brown; 1955 Emmett Till and Montgomery boycott; 1956 bus segregation struck down; 1957 SCLC and Little Rock; 1960 sit-ins; 1961 Freedom Rides; 1963 Birmingham, the Letter, the March on Washington and the church bombing; 1964 Civil Rights Act; 1965 Selma and the Voting Rights Act; 1968 King assassinated.
2. Map: mark Topeka, Little Rock, Montgomery, Birmingham, Selma, Greensboro, Washington, Jackson, Philadelphia (Mississippi) and Memphis.

> **From history.** Ruby Bridges, aged six, walked past jeering crowds escorted by federal marshals to integrate a New Orleans elementary school in 1960. She later said she prayed for those who shouted at her.

> **Church history.** Fannie Lou Hamer, a Mississippi sharecropper beaten for registering to vote, sang "This Little Light of Mine" in jails and mass meetings and often quoted Acts 17:26: God "hath made of one blood all nations of men."

PRACTICE

1. Easy What did Brown v. Board of Education rule?

   ▼ **Show answer**

   Segregated public schools were unconstitutional.

2. Easy Who was arrested in Montgomery in 1955?

   ▼ **Show answer**

   Rosa Parks.

3. Medium Who led the boycott?

   ▼ **Show answer**

   Martin Luther King Jr.

4. Medium What did police use on children in Birmingham?

   ▼ **Show answer**

   Fire hoses and dogs.

5. Hard What happened at the Sixteenth Street Baptist Church?

   ▼ **Show answer**

   A bomb killed four girls.

6. Challenge In four sentences, summarize King's argument about just and unjust laws.

   ▼ **Show answer**

   Sample: King says a just law agrees with the law of God. An unjust law is out of harmony with the moral law, as Augustine and Aquinas taught. Segregation degrades the human person and is therefore unjust. One who breaks an unjust law must do so openly, lovingly and accepting the penalty.

COMMON MISTAKES

- Thinking the movement was only political. It was organized in churches and rested on Scripture.
- Thinking change came quickly. It took fourteen years from Brown to the end of King's life, at great cost.

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.** "Every valley shall be exalted, and every mountain and hill shall be made low: and the crooked shall be made straight, and the rough places plain:" (Isaiah 40:4, KJV)
>
> Every valley shall be exalted.

UNIT 9 · THE COLD WAR II AND ITS END, 1963–1991 · LESSON 9.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

9.3 John Paul II, Poland and the Persecuted Church

OBJECTIVES

- Describe the persecuted church behind the Iron Curtain.
- Describe John Paul II's pilgrimage to Poland in 1979.
- Explain the rise of Solidarity and martial law.

> **Warm-up.** In June 1979 a million Poles in Warsaw chanted, "We want God!" while the Communist authorities watched. What gave them courage?

WATCH

14th August 1980: Lech Wałęsa leads Gdańsk shipyard workers on strike

HistoryPod · 2:48

https://www.youtube.com/watch?v=UDzVwLV81fU

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

Note: HistoryPod on the Gdańsk shipyard strike of August 1980.

KEY TERMS

Karol Wojtyła
archbishop of Kraków who became Pope John Paul II (reigned 1978–2005)

Victory Square
the Warsaw square where John Paul II said Mass on 2 June 1979

Solidarity
the independent trade union and national movement founded in Gdańsk in 1980

Lech Wałęsa
electrician and leader of Solidarity, later president of Poland

martial law
military rule imposed in Poland on 13 December 1981

CORE IDEAS

The persecuted church. Across the Soviet bloc, believers lived under pressure. Pastors were jailed in the Soviet Union and Romania; the Lutheran pastor Richard Wurmbrand spent fourteen years in Romanian prisons and after his release founded the mission later called The Voice of the Martyrs. In Czechoslovakia priests were ordained in secret; in Albania all religion was banned in 1967. Brother Andrew smuggled Bibles across the borders. In Poland, however, the Catholic Church, rooted in a thousand years of history, remained strong.

The Polish pope. In October 1978 **Karol Wojtyła**, archbishop of Kraków, was elected pope, the first non-Italian in 455 years. He had lived through Nazi occupation and Communist rule, worked in a quarry and studied for the priesthood in secret. His first words as pope were, “Be not afraid!” In June 1979 he returned to Poland for nine days. In **Victory Square** in Warsaw he prayed, “Let your Spirit descend and renew the face of the earth, the face of this land.” Some thirteen million Poles, about a third of the nation, saw him in person.

Solidarity. In August 1980 shipyard workers in Gdańsk, led by **Lech Wałęsa**, struck, with a crucifix and the pope’s picture on the gates and Mass celebrated in the yard. The government agreed to an independent union, **Solidarity**, which soon had ten million members. On 13 December 1981 General Jaruzelski declared **martial law**; Solidarity was banned and thousands were interned. In 1984 secret police murdered Father Jerzy Popiełuszko, a Warsaw priest whose monthly “Masses for the Homeland” urged his hearers to “overcome evil with good.” Some 250,000 attended his funeral.

Endurance. Solidarity survived underground, supported by the church and by Western governments and unions. John Paul II returned to Poland in 1983 and 1987. Wałęsa received the Nobel Peace Prize in 1983. When the Soviet economy faltered in the late 1980s, Poland’s government had to negotiate. In the Round Table talks of 1989 Solidarity was legalized, and in the partly free elections of June 1989 it won almost every seat it could contest.

PICTURE STUDY



The Reagans with John Paul II, White House photographer, 1982 · Photograph · U.S. National Archives (Reagan White House Photographs)

Unknown author Unknown author or not provided, public domain. Wikimedia Commons.

Ronald and Nancy Reagan met John Paul II at the Vatican in June 1982, six months after martial law was declared in Poland. Both men had survived assassination attempts in 1981.

Look closely

- The pope in white beside the president and first lady.
- The formal setting of the Vatican.

Talk about it

1. What might the two men have had in common?
2. Why did their meeting worry the Soviet leaders?

PRIMARY SOURCE

The Warsaw Homily (1979)

Read John Paul II's homily in Victory Square, Warsaw (2 June 1979), on the Vatican website, and Father Popiełuszko's sermon of 1984 or a passage from Richard Wurmbrand's *Tortured for Christ* (1967), free online in part. Then read Matthew 14:27 and Psalm 104:30 in the KJV.

Steps

1. What does the pope say Christ is to the history of Poland?
2. Why does he say man cannot be understood without Christ?
3. What is the closing prayer of the homily, and why did it matter?
4. How do Matthew 14:27 and Psalm 104:30 underlie his message?

Check your work

- ☐ The key to understanding the nation
- ☐ Christ reveals man to himself
- ☐ Let your Spirit descend and renew the face of this land
- ☐ Be not afraid; God renews the face of the earth

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1948 Wurmbrand arrested; 1956 Poznań rising; 1966 Poland's Christian millennium; 1967 Albania bans religion; October 1978 John Paul II elected; June 1979 pilgrimage; August 1980 Gdańsk strike and Solidarity; May 1981 assassination attempt; 13 December 1981 martial law; 1983 Nobel Prize to Wałęsa; 1984 Popiełuszko murdered; 1989 Round Table and June elections.
2. Map: mark Warsaw, Kraków, Częstochowa, Gdańsk, Auschwitz and Nowa Huta in Poland, and Bucharest and Tirana.

> **From history.** In 1981 a gunman shot John Paul II in St. Peter's Square. Two years later the pope visited him in prison and forgave him.

> **Church history.** Richard Wurmbrand told the U.S. Senate in 1966 that his captors had tortured him and others for their faith. Christians in the West began to pray and work for the persecuted church in new ways.

PRACTICE

1. Easy Who spent fourteen years in Romanian prisons?

   ▼ **Show answer**

   Richard Wurmbrand.

2. Easy Who smuggled Bibles behind the Iron Curtain?

   ▼ **Show answer**

   Brother Andrew.

3. Medium What were his first words as pope?

   ▼ **Show answer**

   Be not afraid!

4. Medium About how many Poles saw him in 1979?

   ▼ **Show answer**

   About thirteen million.

5. Hard Who led Solidarity?

   ▼ **Show answer**

   Lech Wałęsa.

6. Challenge In four sentences, describe Solidarity from 1980 to 1989.

   ▼ **Show answer**

   Sample: Gdańsk shipyard workers led by Wałęsa won an independent union in 1980. Ten million joined. Martial law banned it in 1981, but it survived underground with the church's support. In 1989 it was legalized and won the partly free elections.

COMMON MISTAKES

- Thinking the pope overthrew Communism by himself. Solidarity, the economy, the West and Gorbachev all mattered, but he gave Poles courage and unity.

- Thinking the church was free in Poland. It was watched, pressured and infiltrated, but it could not be crushed.

> **Scripture.** “Thou sendest forth thy spirit, they are created: and thou renewest the face of the earth.” (Psalm 104:30, KJV)
>
> God renews the face of the earth.

UNIT 9 · THE COLD WAR II AND ITS END, 1963–1991 · LESSON 9.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

9.4 1989–1991

OBJECTIVES

- Explain Gorbachev’s reforms and Western pressure in the 1980s.
- Describe the revolutions of 1989 and the fall of the Berlin Wall.
- Describe the end of the Soviet Union on 26 December 1991.

> **Warm-up.** On the night of 9 November 1989 East Berliners walked through the Wall, and people danced on top of it. Two years later the Soviet flag came down over the Kremlin for the last time. What brought down a superpower without a world war?

WATCH

The rise and fall of the Berlin Wall - Konrad H. Jarausch

TED-Ed · 6:26

https://www.youtube.com/watch?v=A9fQPzZ1-hg

> **WHEN TO WATCH**
> With the Core idea on 1989.

Note: The backup is a ten-minute history of the decline and dissolution of the Soviet Union.

BACKUP VIDEO

Ten Minute History - The Decline and Dissolution of the Soviet Union (Short Documentary)

History Matters · 10:00

https://www.youtube.com/watch?v=Pqt3U48MFcY

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

KEY TERMS

Mikhail Gorbachev
Soviet leader (1985–1991) who launched glasnost and perestroika

perestroika
"restructuring," Gorbachev's attempt to reform the Soviet economy

Centesimus Annus
John Paul II's encyclical of 1991 on the events of 1989

glasnost
"openness," Gorbachev's loosening of censorship

Velvet Revolution
the peaceful overthrow of Communism in Czechoslovakia in November–December 1989

CORE IDEAS

Pressure and reform. In the early 1980s the Soviet Union was bogged down in Afghanistan (1979–1989) and its economy was failing. President Ronald Reagan

called it an “evil empire” (1983), built up American forces and supported resistance movements. Margaret Thatcher said of the young Soviet leader **Mikhail Gorbachev**, “We can do business together.” From 1985 Gorbachev launched **glasnost** and **perestroika.** The Chernobyl disaster of 1986 exposed the regime’s lies. Reagan and Gorbachev signed the first treaty to eliminate a whole class of nuclear missiles (1987).

1989. On 12 June 1987 Reagan stood at the Brandenburg Gate and said, “Mr. Gorbachev, tear down this wall!” Gorbachev let it be known that the Soviets would no longer send tanks to prop up Eastern governments. In 1989 Solidarity won in Poland; Hungary opened its border with Austria; and in East Germany crowds gathered after prayer services in Leipzig’s St. Nicholas Church, chanting, “We are the people.” On 9 November 1989 the **Berlin Wall** was opened. In Czechoslovakia the **Velvet Revolution** made the playwright Václav Havel president. Only in Romania was the end violent; it began when crowds defended the Reformed pastor László Tőkés in Timișoara.

1991. Germany was reunited on 3 October 1990. The Baltic states, Ukraine and other republics demanded independence. In August 1991 hard-line Communists tried to overthrow Gorbachev; Boris Yeltsin stood on a tank before the Russian parliament and the coup collapsed in three days. On 8 December the leaders of Russia, Ukraine and Belarus agreed to dissolve the Union. On 25 December 1991 Gorbachev resigned, and the red flag came down over the Kremlin. On 26 December the Supreme Soviet formally dissolved the Soviet Union. This course ends here.

Judgment. In *Centesimus Annus* (1991) John Paul II wrote that the fundamental error of socialism was anthropological: it treated man as a mere part of the social machine and denied his freedom and dignity, and its atheism lay at the root. He noted that the regimes fell largely by the nonviolent witness of workers and believers. Churches reopened across the East; Bibles were printed freely in Russia for the first time in seventy years. The hope of Psalm 126 seemed fulfilled.

PICTURE STUDY



Reagan at the Brandenburg Gate, White House photographer, 12 June 1987 · Photograph · Ronald Reagan Presidential Library

Reagan White House Photographs, public domain. Wikimedia Commons.

Reagan spoke in front of the Wall, with the Brandenburg Gate behind him in East Berlin. Some advisers had urged him to remove the line "tear down this wall."

Look closely

- The Brandenburg Gate, cut off behind the Wall.
- The glass panels protecting the speaker.

Talk about it

1. Why was this place chosen for the speech?
2. Why might some advisers have wanted the famous line removed?

PRIMARY SOURCE

The Brandenburg Gate and Centesimus Annus

Read Reagan's address at the Brandenburg Gate (12 June 1987), from the Reagan Library, and paragraphs 22–29 of Centesimus Annus (1991). Then read Psalm 126:1–3 and Galatians 5:1 in the KJV.

Steps

1. What does Reagan ask Gorbachev to do?
2. What does John Paul II name as the fundamental error of socialism?
3. How does he say the regimes fell?
4. How do Psalm 126 and Galatians 5:1 speak to 1989?

Check your work

- ☐ Open the gate and tear down the wall
- ☐ Its false view of man, rooted in atheism
- ☐ Largely by nonviolent protest of workers and believers
- ☐ Like them that dream; stand fast in liberty

TIMELINE AND MAP NOTEBOOK

1. Timeline: 1979 Afghanistan invaded; 1983 "evil empire"; 1985 Gorbachev; 1986 Chernobyl; 1987 Brandenburg Gate and INF Treaty; 1989 Solidarity wins, Hungary opens border, Leipzig, 9 November the Wall opens, Velvet Revolution, Romania; 3 October 1990 German reunification; August 1991 coup; 8 December 1991 Belavezha; 25 December Gorbachev resigns; 26 December 1991 the Soviet Union dissolved.
2. Course timeline: choose ten dates from all nine units, 1815–1991, and explain in one sentence why each matters.

> **From history.** The Leipzig Monday prayers for peace at St. Nicholas Church began in 1982. On 9 October 1989 some 70,000 marched peacefully from them; the security forces did not fire.

> **Church history.** An East German official later said of 1989: “We had planned everything. We were prepared for everything. But not for candles and prayers.”

PRACTICE

1. Easy When did the Soviets invade Afghanistan?

   ▼ **Show answer**

   1979.

2. Easy What is glasnost?

   ▼ **Show answer**

   Openness.

3. Medium What disaster struck in 1986?

   ▼ **Show answer**

   Chernobyl.

4. Medium When was the Berlin Wall opened?

   ▼ **Show answer**

   9 November 1989.

5. Hard When was Germany reunited?

   ▼ **Show answer**

   3 October 1990.

6. Challenge In four sentences, explain why the Soviet Union fell.

   ▼ **Show answer**

   Sample: Its economy failed and its war in Afghanistan drained it. Western firmness and the courage of believers and workers exposed its weakness. Gorbachev’s reforms let truth be spoken, and the nations of the empire demanded freedom. After the failed coup of August 1991 the union broke apart and was dissolved on 26 December.

COMMON MISTAKES

- Thinking one man ended the Cold War. Reagan, Gorbachev, John Paul II, Thatcher, Wałęsa, Havel and millions of ordinary people all played parts.

- Thinking the Wall was torn down on purpose by governments. It was opened by mistake at a press conference and by crowds who pressed through.

> **Scripture.** “Stand fast therefore in the liberty wherewith Christ hath made us free, and be not entangled again with the yoke of bondage.” (Galatians 5:1, KJV)
>
> Stand fast in liberty.

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**

   What did the Iron Bridge of 1779 show?

PART A · TERMS AND PEOPLE

2. 2 pts **Lesson 1.2**

   How did railways change time?

PART A · TERMS AND PEOPLE

3. 2 pts **Lesson 1.3**

   Name one institution Spurgeon founded.

PART A · TERMS AND PEOPLE

4. 2 pts **Lesson 1.4**

   What commandment protects property?

PART A · TERMS AND PEOPLE

5. 2 pts **Lesson 2.2**

What treaty settled the Roman Question?

PART A · TERMS AND PEOPLE

6. 2 pts **Lesson 2.2**

Who led the Thousand?

PART A · TERMS AND PEOPLE

7. 2 pts **Lesson 2.2**

What did Pius IX call himself?

PART A · TERMS AND PEOPLE

8. 2 pts **Lesson 2.3**

What was the Kulturkampf?

PART A · TERMS AND PEOPLE

9. 2 pts **Lesson 2.3**

What helped Prussia win so fast?

PART A · TERMS AND PEOPLE

10. 2 pts **Lesson 2.3**

What social laws did Bismarck pass in the 1880s?

PART A · TERMS AND PEOPLE

11. 2 pts **Lesson 2.4**

When did Brazil abolish slavery?

PART A · TERMS AND PEOPLE

12. 2 pts **Lesson 3.1**

How did many slaves find hope?

PART A · TERMS AND PEOPLE

13. 2 pts Lesson 3.1

What did the Dred Scott decision rule?

PART A · TERMS AND PEOPLE

14. 2 pts Lesson 3.1

Who was kidnapped into slavery for twelve years?

PART A · TERMS AND PEOPLE

15. 2 pts Lesson 3.3

Who founded Tuskegee Institute?

PART A · TERMS AND PEOPLE

16. 2 pts Lesson 3.4

About how many immigrants came from 1865 to 1915?

PART A · TERMS AND PEOPLE

17. 2 pts Lesson 3.4

What movement began at Mount Hermon in 1886?

PART A · TERMS AND PEOPLE

18. 2 pts Lesson 4.1

When was the World Missionary Conference held?

PART A · TERMS AND PEOPLE

19. 2 pts Lesson 4.2

Who photographed the mutilated children?

PART A · TERMS AND PEOPLE

20. 2 pts Lesson 4.4

Who was Preena?

PART B · DATES AND ORDER

21. **5 pts**

Put in order, earliest first: Perry's treaty with Japan; The Fifteenth Amendment; Italian troops enter Rome; Rerum Novarum.

PART B · DATES AND ORDER

22. **5 pts**

Put in order, earliest first: The rising of 1857; Carmichael's first rescue at Dohnavur; Italian troops enter Rome; The Battle of Gettysburg.

PART B · DATES AND ORDER

23. **5 pts**

Put in order, earliest first: The Kingdom of Italy is proclaimed; The Fourteenth Amendment; The Missouri Compromise; Rerum Novarum.

PART B · DATES AND ORDER

24. **5 pts**

Put in order, earliest first: The German Empire is proclaimed; The Battle of Königgrätz; The Student Volunteer Movement begins; Carmichael's first rescue at Dohnavur.

PART C · READING SOURCES

25. **10 pts** **Lesson 2.1**

The psalmist writes, "Put not your trust in princes, nor in the son of man, in whom there is no help" (Psalm 146:3). (a) What warning does the psalm give? (b) How did both Metternich and the revolutionaries of 1848 put their trust in men? (c) Where should a nation place its hope?

PART C · READING SOURCES

26. **10 pts** **Lesson 4.2**

Solomon writes, "Open thy mouth for the dumb in the cause of all such as are appointed to destruction" (Proverbs 31:8). (a) For whom are we told to speak? (b) Who opened their mouths for the Congolese? (c) Why does this command still matter?

27. **20 pts**

Essay (500–600 words): Was the nineteenth century an age of progress? Use the Industrial Revolution, the Christian reformers, the Civil War and the new imperialism, and at least three primary sources.

ANSWER KEY

1. What cheap iron could build.
2. They set a standard railway time across the country.
3. The Stockwell Orphanage or the Pastors' College.
4. Thou shalt not steal.
5. The Lateran Treaty of 1929.
6. Garibaldi.
7. The prisoner of the Vatican.
8. Bismarck's campaign against the Catholic Church.
9. Railways and breech-loading rifles.
10. Health, accident and old-age insurance.
11. 1888.
12. In the Exodus story and in Christ.
13. Black Americans could not be citizens, and Congress could not ban slavery in territories.
14. Solomon Northup.
15. Booker T. Washington.
16. About 25 million.
17. The Student Volunteer Movement.
18. June 1910.
19. Alice and John Harris.
20. The first temple child to escape to Carmichael, in 1901.
21. Perry's treaty with Japan (1854); Italian troops enter Rome (1870); The Fifteenth Amendment (1870); Rerum Novarum (1891).
22. The rising of 1857; The Battle of Gettysburg (1863); Italian troops enter Rome (1870); Carmichael's first rescue at Dohnavur (1901).
23. The Missouri Compromise (1820); The Kingdom of Italy is proclaimed (1861); The Fourteenth Amendment (1868); Rerum Novarum (1891).
24. The Battle of Königgrätz (1866); The German Empire is proclaimed (1871); The Student Volunteer Movement begins (1886); Carmichael's first rescue at Dohnavur (1901).

25. (a) Not to rely on rulers or any man to save. (b) Metternich trusted kings and police; the revolutionaries trusted the people and their parliaments; both failed. (c) In God, who rules the nations.
26. (a) Those who cannot speak for themselves and are marked for destruction. (b) Missionaries such as Sheppard and the Harrises, and reformers like Morel and Casement. (c) The weak are still oppressed, and God still calls His people to speak for them.
27. Look for: wealth, railways and longer lives alongside child labor and slums; Shaftesbury, Booth and Spurgeon; emancipation in 1865 at terrible cost; missions and the abuses of empire (Leopold's Congo, the Opium Wars); a judgment that weighs both and rests on Scripture. 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 5.3**
   About how many Armenians died?

PART A · TERMS AND PEOPLE

2. 2 pts **Lesson 5.3**
   Who coined the word "genocide"?

PART A · TERMS AND PEOPLE

3. 2 pts **Lesson 5.4**
   What did Germans call the treaty?

PART A · TERMS AND PEOPLE

4. 2 pts Lesson 5.4

What did Germany lose to France?

PART A · TERMS AND PEOPLE

5. 2 pts Lesson 5.4

What did the U.S. Senate refuse to do?

PART A · TERMS AND PEOPLE

6. 2 pts Lesson 6.1

Which patriarch was imprisoned?

PART A · TERMS AND PEOPLE

7. 2 pts Lesson 6.1

What did Lenin call religion?

PART A · TERMS AND PEOPLE

8. 2 pts Lesson 7.1

Who won the Battle of Britain?

PART A · TERMS AND PEOPLE

9. 2 pts Lesson 7.1

How many soldiers were rescued from Dunkirk?

PART A · TERMS AND PEOPLE

10. 2 pts Lesson 7.2

When was V-E Day?

PART A · TERMS AND PEOPLE

11. 2 pts Lesson 7.4

Who was the American prosecutor at Nuremberg?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 8.1**

When did the Soviets test their first atomic bomb?

PART A · TERMS AND PEOPLE

13. **2 pts** **Lesson 8.2**

What was the Three-Self Patriotic Movement?

PART A · TERMS AND PEOPLE

14. **2 pts** **Lesson 8.4**

What did the U.S. secretly agree to?

PART A · TERMS AND PEOPLE

15. **2 pts** **Lesson 8.4**

What did Apollo 8 read on Christmas Eve 1968?

PART A · TERMS AND PEOPLE

16. **2 pts** **Lesson 8.4**

What did Kennedy announce on 22 October?

PART A · TERMS AND PEOPLE

17. **2 pts** **Lesson 9.1**

What did the Gulf of Tonkin Resolution allow?

PART A · TERMS AND PEOPLE

18. **2 pts** **Lesson 9.2**

What was the SCLC?

PART A · TERMS AND PEOPLE

19. **2 pts** **Lesson 9.3**

When was martial law declared?

PART A · TERMS AND PEOPLE

20. 2 pts Lesson 9.4

What did Reagan say at the Brandenburg Gate?

PART B · DATES AND ORDER

21. 5 pts

Put in order, earliest first: Gorbachev comes to power; The Arab Revolt begins; The March on Washington; Mass shootings in the East begin.

PART B · DATES AND ORDER

22. 5 pts

Put in order, earliest first: The First Balkan War; The Battle of the Marne; North Korea invades the South; The Truman Doctrine.

PART B · DATES AND ORDER

23. 5 pts

Put in order, earliest first: Allenby enters Jerusalem; Mass shootings in the East begin; The Cuban Missile Crisis; The Battle of Midway.

PART B · DATES AND ORDER

24. 5 pts

Put in order, earliest first: The Holodomor begins; The independence and partition of India; The Munich putsch; The Great Leap Forward begins.

PART C · READING SOURCES

25. 10 pts Lesson 6.3

Habakkuk says, “Although the fig tree shall not blossom, neither shall fruit be in the vines … Yet I will rejoice in the LORD, I will joy in the God of my salvation” (Habakkuk 3:17–18). (a) What losses does Habakkuk imagine? (b) Where does he find joy? (c) How could families in the Depression take this to heart?

PART C · READING SOURCES

26. **10 pts** **Lesson 9.4**

The psalmist sings, “When the LORD turned again the captivity of Zion, we were like them that dream” (Psalm 126:1). (a) What is the psalmist remembering? (b) Why did many in 1989 feel “like them that dream”? (c) Why should Christians give God thanks for such deliverances?

PART D · ESSAY

27. **20 pts**

Essay (500–600 words): Why did the Soviet Union fall? Use the nature of Communism, the Cold War, the persecuted church, John Paul II and Solidarity, and 1989–1991, with at least three primary sources.

ANSWER KEY

1. About a million or more.
2. Raphael Lemkin.
3. A Diktat, a dictated peace.
4. Alsace-Lorraine.
5. Ratify the treaty and join the League.
6. Tikhon.
7. A spiritual booze.
8. The Royal Air Force.
9. About 338,000.
10. 8 May 1945.
11. Robert Jackson.
12. August 1949.
13. The state-controlled Protestant church organization.
14. Remove its missiles from Turkey.
15. Genesis 1:1–10.
16. A naval quarantine of Cuba.
17. The president to use force in Vietnam.
18. An organization of Black churches and pastors led by King.
19. 13 December 1981.
20. Mr. Gorbachev, tear down this wall!
21. The Arab Revolt begins (1916); Mass shootings in the East begin (1941); The March on Washington (1963); Gorbachev comes to power (1985).
22. The First Balkan War (1912); The Battle of the Marne (1914); The Truman Doctrine (1947); North Korea invades the South (1950).
23. Allenby enters Jerusalem (1917); Mass shootings in the East begin (1941); The Battle of Midway (1942); The Cuban Missile Crisis (1962).
24. The Munich putsch (1923); The Holodomor begins (1932); The independence and partition of India (1947); The Great Leap Forward begins (1958).
25. (a) Failed crops, vines, olives, fields and herds. (b) In the Lord, the God of his salvation. (c) By trusting God and rejoicing in Him even when work, savings and

food were gone.

26. (a) God's return of Israel from captivity. (b) Freedom came suddenly, peacefully and beyond hope after decades of tyranny. (c) Because God rules history, answers prayer and sets captives free.
27. Look for: Marxism's false view of man; the Gulag and repression; economic failure; Western containment (Truman, Kennan, Reagan); faith and conscience (John Paul II in 1979, Solidarity, Solzhenitsyn); Gorbachev's reforms; 1989 in Eastern Europe; the coup of August 1991 and 26 December 1991. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)